DOCUMENT RESUME

ED 048 961 24 RC 005 173

AUTHOR	Altus, David M., Comp.
TITLE	Mexican American Education, A Selected Bibliography. Supplement No. 1.
INSTITUTION	New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
BUREAU NO	BR-6-2469
PUB DATE	Apr 71
CONTRACT	OEC-1-6-062469-1574
NOTE	206p.
AVAILABLE FROM	Manager, Duplicating Service, New Mexico State University, P. O. Box 3-CB, Las Cruces, New Mexico 88001 ($2.50)
EDRS PRICE	EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS	*Abstracts, Academic Achievement, *Bibliographies, Bilingual Education, *English (Second Language), *Mexican Americans, Spanish Americans, *Spanish Speaking

ABSTRACT

Access to some of the latest research findings and developments in the education of Mexican American children and adults is provided by this bibliography, which is a supplement to the basic bibliography (ED 031 352). Academic achievement, bilingual education, and teaching English as a second language are emphasized. Included are more than 150 citations and abstracts which have appeared in "Research in Education" from June of 1969 through December of 1970, as well as 23 citations which have appeared in "Current Index to Journals in Education" from January of 1969 through June of 1970. Ordering information and subject indexes are included. (JH)

ED048961

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MEXICAN AMERICAN EDUCATION

A SELECTED BIBLIOGRAPHY

Supplement No. 1

Compiled by

DAVID M. ALTUS

ERIC/CRESS Research Associate

April 1971

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88001

RC005178

This publication was prepared pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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ACKNOWLEDGMENT

The author wishes to express his appreciation to the staff of The Computer Center, New Mexico State University, and in particular to Mr. Don Parra for his generous advice and assistance in connection with the compilation of this bibliography.

David M. Altus

FOREWORD

The Educational Resources Information Center (ERIC)--a Federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials--aids school administrators, teachers, researchers, information specialists, professional organizations, and students in locating and using educational resources.

As one of twenty-one ERIC network centers, each of which focuses on a separate area (or areas) of education, ERIC Clearinghouse on Rural Education and Small Schools is responsible for collecting materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education for input into the national ERIC system.

One of the main functions of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of completed research and research-related reports in education as input by the various clearinghouses. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC (ED) accession number, author(s), title, source(s), publishing date, ERIC Document Reproduction Service price or alternate availability, and the abstract.

In addition to its monthly abstract journal, ERIC compiles Current Index to Journals in Education (CIJE), a monthly index which provides

citations from more than 500 major educational publications: journals, quarterlies, annuals, and yearbooks.

SOURCE OF MATERIAL

The present bibliography was compiled to provide access to some of the latest research findings and developments in the education of Mexican American children and adults. It is a supplement to Mexican American Education, A Selected Bibliography, a previous ERIC/CRESS publication (by Martinez and Heathman) which includes approximately 150 RIE citations with abstracts and a Subject Index for documents entered in the ERIC system on Mexican American education. The basic bibliography lists citations which have appeared in RIE through the first part of the June 1969 issue.

An RIE Subject Index is included at the end of this supplement to assist the user in locating citations pertaining to a given subject area within the realm of Mexican American education. The index terms, descriptors under which the citation was indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors.

Research in Education

Part I of the present supplement contains citations and abstracts which have appeared in RIE from June of 1969 through December of 1970. When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the RIE Subject Index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Serivce. These reproductions must be ordered as described under "Ordering Information" in this Foreword.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; contact the Information Specialist at ERIC/CRESS for information on location of these collections.

Current Index to Journals in Education

Part II of this supplement, CIJE coverage, is a new feature of ERIC/CRESS bibliographies. Part II includes citations from CIJE beginning with the first issue in January of 1969 and continues through the June 1970 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner from RIE citations: (1) an EJ rather than an ED number precedes each entry; (2) major and minor descriptors are included, with majors being preceded by asterisks; (3) some descriptive terms (identifiers) not found in the ERIC Thesaurus are included with the citations; and (4) brief annotations take the place of RIE abstracts when it is felt that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title.

CIJE entries in this bibliography are referenced in the CIJE Subject Index by major descriptors and are preceded by the prefix EJ rather than ED. Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

ORDERING INFORMATION

Documents cited in Part I of this bibliography are either available from ERIC Document Reproduction Service (EDRS) or an alternate availability is given with the citation. Prices for microfiche or hard copy reproductions from EDRS are figured using the following information since prices do not accompany the

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New Mexico State University
P. O. Box 3CB
Las Cruces, New Mexico 88001

The basic bibliography, Mexican American Education, A Selected Bibliography, has been entered in the ERIC system as ED 031 352 and is available from EDRS in microfiche ($0.65) and hard copy ($3.29).

It is anticipated that supplements of this nature will be published annually to update the basic bibliography.

PART I: CITATIONS FROM

RESEARCH IN EDUCATION

ACCESSION NUMBER: ED026217

PUBLICATION DATE: APR 68
TITLE: A STUDY OF THE EFFECT OF SOCIOECONOMIC FACTORS ON THE SCHOOL ACHIEVEMENT OF SPANISH-SPEAKING SCHOOL BEGINNERS.

PERSONAL AUTHOR: MACMILLAN, ROBERT W.

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT INTERNATIONAL READING ASSOCIATION CONFERENCE, BOSTON, MASS., APRIL 24-27, 1968.

THE FOLLOWING SOCIOECONOMIC VARIABLES WERE INVESTIGATED AS SIGNIFICANT PREDICTORS OF SCHOOL ACHIEVEMENT FOR SPANISH-SPEAKING CHILDREN: (1) OCCUPATION OF MOTHER OR FATHER (THE MAJOR WAGE EARNER), (2) FAMILY SIZE, (3) FAMILY ORGANIZATION, (4) SEX OF CHILD, (5) PRESCHOOL EXPERIENCE, AND (6) ATTENDANCE RECORD. SCHOOL ACHIEVEMENT WAS DETERMINED WITH THE METROPOLITAN READINESS TEST, FORM A. DATA ON FIRST-GRADE SUBJECTS WITH SPANISH SURNAMES WERE COLLECTED FROM 16 ELEMENTARY SCHOOLS IN SAN ANTONIO, TEXAS. ATTENDANCE DATA WERE COLLECTED FOR NEGRO, UPPER-CLASS ANGLO, AND MIDDLE-CLASS ANGLO PUPILS. IT WAS FOUND THAT KNOWLEDGE OF THE SOCIOECONOMIC VARIABLES LISTED ABOVE CONTRIBUTED SIGNIFICANTLY TO THE PREDICTION OF ACHIEVEMENT. WHEN THE VARIABLES WERE CONSIDERED SEPARATELY, SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN THE PARENT'S OCCUPATION AND ACHIEVEMENT AND BETWEEN ATTENDANCE AND ACHIEVEMENT. WHEN ATTENDANCE WAS ANALYZED IN RELATION TO THE OTHER VARIABLES, THERE WAS A SIGNIFICANT CORRELATION ONLY WITH THE PARENT'S OCCUPATION. THE MEXICAN-AMERICAN GROUP WAS INCLINED TO ATTEND MORE OFTEN THAN THE NEGRO GROUP AND LESS OFTEN THAN THE ANGLO GROUPS IN THE FIRST GRADE. (WL)

ACCESSION NUMBER: ED026935

PUBLICATION DATE: 7 JUN 68

TITLE: THE INFLUENCE OF BILINGUALISM ON TESTED VERBAL ABILITY IN SPANISH AND ENGLISH. FINAL REPORT.

PERSONAL AUTHOR: RILEY, JOHN E.

IDENTIFIER: FORT WORTH; HOFFMAN BILINGUAL SCHEDULE; LAREDO; PEABODY PICTURE VOCABULARY TEST; TEXAS

DESCRIPTIVE NOTE: 24P.

ONE HUNDRED TWENTY FIRST-GRADE MEXICAN-AMERICAN STUDENTS (60 FROM EACH FORT WORTH AND LAREDO, TEXAS) WERE SUBJECTS OF AN EXPERIMENT WHICH ATTEMPTED TO DETERMINE WHETHER BILINGUALISM INHIBITS VERBAL ABILITY IN ONE OR BOTH OF THE CHILDREN'S LANGUAGES. THE PPVT-A (PEABODY PICTURE VOCABULARY TEST, FORM A) WAS USED TO TEST VERBAL ABILITY AND BILINGUALISM WAS ASSESSED BY A SPANISH TRANSLATION OF THE HOFFMAN BILINGUAL SCHEDULE ADMINISTERED TO THE PARENTS (A COPY OF WHICH IS REPRODUCED IN THE APPENDIX). RESULTS, CONTRARY TO PREVIOUS STUDIES CITED, SHOWED THAT THE DEGREE OF BILINGUALISM WAS NOT NEGATIVELY CORRELATED WITH THE PPVT-A IN ENGLISH OR SPANISH. THE UNDERLYING COMPLEXITIES OF TESTING BILINGUALISM ARE DISCUSSED WITH PARTICULAR REFERENCE TO THE IMPORTANCE OF COMMUNITY INFLUENCE ON THE CHILD'S BILINGUAL ABILITY. THE ARTICLE IS DIVIDED INTO SECTIONS WHICH DISCUSS METHODS, RESULTS, AND CONCLUSIONS OF RESEARCH. STATISTICAL TABLES AND REFERENCES ARE INCLUDED. (CW)

ACCESSION NUMBER: ED027076

PUBLICATION DATE: DEC 67

TITLE: RESEARCH ON THE NEW NURSERY SCHOOL. PART I, A SUMMARY OF THE EVALUATION OF THE EXPERIMENTAL PROGRAM FOR DEPRIVED CHILDREN AT THE NEW NURSERY SCHOOL USING SOME EXPERIMENTAL MEASURES. INTERIM REPORT.

PERSONAL AUTHOR: NIMNICHT, GLEN; AND OTHERS

IDENTIFIER: AUTOTELIC RESPONSIVE ENVIRONMENT; CHILDREN'S CATEGORIES TEST; CINCINNATI AUTONOMY TEST BATTERY; METROPOLITAN READING READINESS TEST; PPVT; PRESCHOOL INVENTORY

DESCRIPTIVE NOTE: 46P.

THE NEW NURSERY SCHOOL (NNS) PROGRAM WAS SET UP TO HELP 3- AND 4-YEAR-OLD, SPANISH-SURNAMED, ENVIRONMENTALLY DEPRIVED CHILDREN. THE OBJECTIVES SET WERE (1) TO IMPROVE SELF-IMAGE, (2) TO INCREASE PERCEPTUAL ACUITY, (3) TO IMPROVE LANGUAGE ABILITY, AND (4) TO IMPROVE PROBLEM-SOLVING AND CONCEPT-FORMATION SKILLS. THE SCHOOL IS ORGANIZED AS AN AUTOTELIC RESPONSIVE ENVIRONMENT WHICH THE CHILDREN ATTEND FOR 3 HOURS A DAY. THE PROGRAM HAS BEEN OPERATING FOR 3 YEARS, WITH THE NUMBER OF CHILDREN PARTICIPATING EACH YEAR BEING 30, 30, AND 50. EVALUATIONS HAVE BEEN BASED ON PRETESTS AND POSTTESTS OF NNS CHILDREN, ON COMPARISONS WITH MIDDLE CLASS CHILDREN WHO ALSO USE THE SCHOOL, AND ON COMPARISON IN KINDERGARTEN AND FIRST GRADE WITH CHILDREN FROM SIMILAR BACKGROUNDS. TESTS HAVE BEEN SELECTED OR DEVELOPED TO MEASURE PROGRAM EFFECTS. DUE TO THE SMALL SAMPLE SIZES, THE RESULTS ARE QUITE TENTATIVE. BUT THE FOLLOWING CONCLUSIONS ARE SUPPORTED FOR GRADUATES OF THE PROGRAM: (1) THE SCHOOL SEEMS TO IMPROVE THEIR SELF-IMAGE AND (2) THEIR LANGUAGE AND PERCEPTUAL DEVELOPMENT IS AHEAD OF WHAT WOULD BE EXPECTED HAD THEY NOT HAD THE PROGRAM. ONE NEGATIVE DATUM IS THAT FIRST GRADE TEACHERS DO NOT SEE ANY DIFFERENCE BETWEEN NNS AND OTHER DEPRIVED CHILDREN WHICH SUGGEST THAT THE PROGRAM EFFECTS MAY WASH OUT BY THE MIDDLE OF THE FIRST GRADE. (DR)

INSTITUTION NAME: COLORADO STATE COLLEGE, GREELEY.

ACCESSION NUMBER: ED027097

PUBLICATION DATE: MAY 65

TITLE: A CRITICAL ANALYSIS OF THE RESEARCH ON THE INTELLECTUAL EVALUATION OF MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: PALOMARES, UVALDO HILL

DESCRIPTIVE NOTE: 51P.; TERM PAPER PRESENTED TO SCHOOL OF EDUCATION, UNIVERSITY OF SOUTHERN CALIFORNIA

THE VALIDITY IS QUESTIONED OF TESTING THE INTELLIGENCE OF MEXICAN AMERICANS VIA INTELLIGENCE TESTS CONSTRUCTED FOR ANGLO AMERICANS. AN OVERVIEW IS INCLUDED OF THE LITERATURE CONCERNED WITH THE COMPARABILITY OF INTELLIGENCE SCORES. CRITIQUES ARE PRESENTED OF 9 CURRENT STUDIES UTILIZING INTELLIGENCE TEST SCORES OF MEXICAN AMERICANS AND ANGLO AMERICANS AS A BASIS FOR COMPARATIVE ANALYSIS. IT IS SUGGESTED THAT AMOUNT OF ACCULTURATION IS CLOSELY RELATED TO OTHER VARIABLES INVOLVED IN INTELLIGENCE AND SHOULD BE INVESTIGATED AS A POSSIBLE CONTAMINATING VARIABLE IN MEASURING THE INTELLIGENCE OF MEXICAN AMERICANS. (JAM)

ACCESSION NUMBER: ED027106

PUBLICATION DATE: 67

TITLE: A COMPARATIVE STUDY OF THE JOB PERFORMANCE OF SPANISH-SURNAME POLICE OFFICERS IN SAN ANTONIO, TEXAS.

PERSONAL AUTHOR: WEAVER, CHARLES N.

IDENTIFIER: SAN ANTONIO; *TEXAS

DESCRIPTIVE NOTE: 23P.

CONDUCTED IN 1967, THIS STUDY CONTRASTED THE JOB PERFORMANCE OF SPANISH-SURNAME AND NON-SPANISH-SURNAME POLICE OFFICERS IN THE INVESTIGATION AND UNIFORM DIVISIONS OF THE SAN ANTONIO POLICE DEPARTMENT. EDUCATIONAL LEVEL AND EDUCATIONAL PERFORMANCE LIMITED THE NUMBER OF MEXICAN AMERICANS ON THE POLICE FORCE. THE JOB PERFORMANCE FACTORS CONSIDERED WERE SCORES ON PROMOTION EXAMINATIONS, SUPERVISORY RATINGS, USE OF SICK AND ANNUAL LEAVE, AND ACCIDENT RATES. MEXICAN AMERICANS WERE SIGNIFICANTLY UNDERREPRESENTED IN THE POLICE FORCE IN PROPORTION TO MEXICAN AMERICAN REPRESENTATION IN THE CITY, AND THEY SCORED LOWER ON THE PROBATIONARY PATROLMAN EXAMINATION (PERHAPS ATTRIBUTABLE TO THE LACK OF LANGUAGE FACILITY OR POOR EDUCATION IN SCHOOL). HOWEVER, THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN SPANISH-SURNAME AND NON-SPANISH-SURNAME OFFICERS IN THE AMOUNTS OF SICK AND ANNUAL LEAVE TAKEN, NOR IN THE ACCIDENT RATES. THE SUPERVISORY EFFICIENCY RATING WAS NOT FOUND TO BE LOWER FOR SPANISH-SURNAME OFFICERS AS PREVIOUSLY BELIEVED. IT WAS CONCLUDED THAT THERE WAS LITTLE EVIDENCE TO SUPPORT THE HYPOTHESIS THAT THE RURAL FOLK CULTURE BACKGROUND OF THE MEXICAN AMERICAN LIMITED HIS EFFECTIVENESS IN A COMPLEX ORGANIZATION IN AN INDUSTRIAL ECONOMY. (CM)

ACCESSION NUMBER: ED027112

PUBLICATION DATE: JAN 67

TITLE: SPANISH AND ENGLISH USAGE BY RURAL AND URBAN SPANISH-AMERICAN FAMILIES IN TWO SOUTH TEXAS COUNTIES.

PERSONAL AUTHOR: MAHONEY, MARY KATHERINE

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: MASTER'S THESIS SUBMITTED TO TEXAS A & M UNIVERSITY, GRADUATE COLLEGE, JANUARY, 1967.

THE STUDY HAD AMONG ITS OBJECTIVES (1) THE DETERMINATION OF RURAL-URBAN DIFFERENCES IN THE USE OF SPANISH AND ENGLISH BY HOUSEHOLD HEADS AND SPANISH AMERICAN CHILDREN OF THESE HOUSEHOLDS, AND (2) THE RELATIONSHIPS BETWEEN LANGUAGE USED BY SPANISH AMERICAN HOUSEHOLD HEADS AND SELECTED SOCIOECONOMIC FACTORS. IT WAS FOUND THAT USE OF SPANISH INCREASED (1) WITH AGE, (2) SLIGHTLY WITH RURALITY, (3) SIGNIFICANTLY AMONG HOUSEHOLD HEADS BORN IN MEXICO (AS OPPOSED TO TEXAS), (4) WITH FEWER YEARS OF SCHOOL COMPLETED, (5) WITH LOWER INCOME, AND (6) WITH LOWER OCCUPATION LEVEL. THE STUDY CONCLUDED THAT STATISTICALLY SIGNIFICANT RELATIONSHIPS EXISTED BETWEEN LANGUAGE USAGE AND ALL SOCIOECONOMIC FACTORS STUDIED. (DA)

AVAILABILITY: INTER-LIBRARY LOAN FROM TEXAS A & M UNIVERSITY LIBRARY, COLLEGE STATION, TEXAS 77843

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED027124

PUBLICATION DATE: 66

TITLE: MEXICAN AMERICAN YOUTH: FORGOTTEN YOUTH AT THE CROSSROADS. A RANDOM HOUSE STUDY IN SOCIOLOGY.

PERSONAL AUTHOR: HELLER, CELIA S.

IDENTIFIER: ARIZONA; CALIFORNIA; COLORADO; NEW MEXICO; *SOUTHWEST; TEXAS

DESCRIPTIVE NOTE: 123P.

STUDIES OF MEXICAN AMERICANS, THE THIRD LARGEST MINORITY GROUP, HAVE RESULTED IN AN EFFORT TO UNDERSTAND THEM AS WELL AS TO PROVIDE OPPORTUNITY OF EXPLORING WHETHER NEW TRENDS HAVE APPEARED AMONG MEXICAN AMERICANS. THIS FAST-GROWING GROUP HAS HAD A PROFOUND EFFECT IN SETTLING THE SOUTHWEST AND HAS BEEN THE PRODUCT OF PREJUDICE AND DISCRIMINATION SOCIALLY, POLITICALLY, AND ECONOMICALLY. CULTURAL CHARACTERISTICS OF MEXICAN AMERICANS HAVE LIMITED THE AMOUNT OF ACCULTURATION INTO AMERICAN SOCIETY. AN IMPORTANT FEATURE OF THE MEXICAN AMERICAN GROUP IS THAT ITS POPULATION IS YOUNG (MEDIAN AGE IS 20). SCHOOL ATTITUDES AND ATTAINMENTS AND POOR SCHOLASTIC PERFORMANCE ARE INFLUENCED BY LANGUAGE, HOME ENVIRONMENT, TEACHER ATTITUDES, AND THE NONACADEMIC COURSES IN WHICH STUDENTS ARE PLACED. DROPOUT RATES PRESENT ANOTHER PROBLEM BUT HAVE NOT BEEN SUFFICIENTLY STUDIED. DELINQUENCY RATES AND TRENDS ARE TRACED TO DISSATISFIED STATUS IN SCHOOL, LOW-INCOME BACKGROUND, AND LOW SOCIAL STATUS. A SMALL PERCENTAGE OF MEXICAN AMERICAN YOUTH DO HAVE MOBILITY ASPIRATIONS AND ACHIEVEMENT VALUES, COMPARABLE TO THEIR ANGLO AMERICAN PEERS. IMPEDIMENTS IN ACHIEVING THIS UPWARD MOBILITY ARE LACK OF RESOURCES, FEW SUCCESS MODELS, AND FEWER OPPORTUNITIES, WHICH TEND TO REFLECT THE PREJUDICE AND DISCRIMINATION. (CM)

AVAILABILITY: THE COLLEGE DEPARTMENT, RANDOM HOUSE, 501 MADISON AVENUE, NEW YORK, N.Y. 10022 (ORDER NO. SS20, $1.95)

INSTITUTION NAME: RANDOM HOUSE, INC., NEW YORK, N.Y.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED027126

PUBLICATION DATE: 66

TITLE: THE ROLE OF THE MEXICAN-AMERICAN: SUPPLEMENTARY UNIT FOR USE IN TEACHING UNITED STATES HISTORY -2 AND UNITED STATES HISTORY 8TH.

PERSONAL AUTHOR: FIERRO, LEONARD

DESCRIPTIVE NOTE: 25P.

A BASIC ASSUMPTION OF THIS GUIDE IS THAT MEXICAN AMERICAN CONTRIBUTIONS TO AMERICAN CULTURE HAVE GONE RELATIVELY UNNOTICED BECAUSE OF LACK OF RECOGNITION BY BOTH MEXICAN AMERICANS AND ANGLO AMERICANS. IN AN EFFORT TO AID IN BRINGING ABOUT GREATER UNDERSTANDING, VARIOUS SUGGESTIONS ARE OFFERED WITH THE HOPE THAT TEACHERS WILL SUPPLEMENT AND IMPROVE THE CURRICULUM. BASIC OBJECTIVES OF THE STUDY GUIDE ARE: (1) TO INFORM STUDENTS OF THE RICH CULTURAL HERITAGE OF THE SPANISH AND MEXICAN IN SOUTHWESTERN UNITED STATES; (2) TO STUDY THE FORCES THAT LED TO MEXICAN IMMIGRATION; (3) TO DEVELOP AN UNDERSTANDING OF PROBLEMS DUE TO CULTURAL DIFFERENCES; (4) TO RECOGNIZE MEXICAN AMERICAN CONTRIBUTIONS TO SOCIETY; (5) TO MAKE AVAILABLE RESOURCES FOR ENRICHMENT OR FURTHER STUDY OF THE ROLE OF MEXICAN AMERICANS; AND (6) TO TRY TO CREATE A BETTER UNDERSTANDING AMONG ALL PEOPLES. A SAMPLE UNIT EMPHASIZES THE REASONS FOR MEXICAN AMERICAN IMMIGRATION, IMMIGRATION CONTROLS, PROBLEMS ENCOUNTERED BY IMMIGRANTS, THEIR CONTRIBUTIONS TO AMERICAN CULTURE, AND THEIR ROLE IN RECENT WARS. VARIOUS APPENDICES ILLUSTRATING THE SAMPLE UNIT ARE INCLUDED. (CM)

AVAILABILITY: SAN DIEGO CITY SCHOOLS, EDUCATION CENTER, PARK AND EL CAJON BOULEVARD, SAN DIEGO, CALIF. 92103 (STOCK NO. 41-M-5672, $0.50)

INSTITUTION NAME: SAN DIEGO CITY SCHOOLS, CALIF.

ACCESSION NUMBER: ED027128

PUBLICATION DATE: 68

TITLE: TEACHING ENGLISH AS A SECOND LANGUAGE, GRADES 7 THROUGH 12.

PERSONAL AUTHOR: KLEITSCH, RUSSELL V.

DESCRIPTIVE NOTE: 86P.

TEACHING ENGLISH AS A SECOND LANGUAGE IN THE SECONDARY SCHOOLS IS EMPHASIZED AS A MEANS OF ELIMINATING THE LANGUAGE BARRIER OF NON-ENGLISH-SPEAKING STUDENTS. THE PURPOSE OF THE PUBLICATION IS TO PROVIDE GUIDELINES FOR SCHOOLS IN FULFILLING THEIR RESPONSIBILITY OF MEETING THE PARTICULAR NEEDS OF INDIVIDUAL SPANISH-SPEAKING STUDENTS. METHODS ARE SUGGESTED FOR CLASSIFYING STUDENTS INTO DIFFERENT LEVELS ACCORDING TO THEIR ENGLISH PROFICIENCY. THE ENGLISH AS A SECOND LANGUAGE PROGRAM IS CHARACTERIZED IN TERMS OF SEQUENCE (CONTINUITY IN INSTRUCTION) AND SATURATION (TOTAL AMOUNT OF TIME SPENT DAILY IN STUDYING), WHICH ALLOW FOR INDIVIDUAL DIFFERENCES OF STUDENTS. SPECIAL PROBLEMS TREATED ARE TEACHING PRONUNCIATION AND SENTENCE STRUCTURE, WITH A SUPPLEMENTARY SECTION DEVOTED TO ORAL AND READING AND WRITING ACTIVITIES. SAMPLE LESSON PLANS ARE INCLUDED TO COVER VARIOUS STAGES OF A YEAR'S INSTRUCTION. (CM)

AVAILABILITY: SAN DIEGO CITY SCHOOLS, EDUCATION CENTER, PARK AND EL CAJON BOULEVARD, SAN DIEGO, CALIF. 92103 (STOCK NO. 41-E-3901, $0.75)

INSTITUTION NAME: SAN DIEGO CITY SCHOOLS, CALIF.

ACCESSION NUMBER: ED027136

PUBLICATION DATE: 68

TITLE: IT WORKS: PROJECT R-3, SAN JOSE, CALIFORNIA.

IDENTIFIER: LOCKHEED MISSILES AND SPACE COMPANY; *SAN JOSE UNIFIED SCHOOL DISTRICT

DESCRIPTIVE NOTE: 22P.

A PROJECT WAS DESIGNED BY THE SAN JOSE UNIFIED SCHOOL DISTRICT AND THE EDUCATION DIVISION OF THE LOCKHEED MISSILES AND SPACE COMPANY TO TREAT LEARNING PROBLEMS EXPERIENCED BY EIGHTH AND NINTH GRADE STUDENTS WITH UNDERDEVELOPED READING AND MATHEMATICS SKILLS. THE STUDENTS WERE LARGELY MEXICAN AMERICAN AND WERE FROM PREDOMINATELY DISADVANTAGED ECONOMIC BACKGROUNDS. THE PROGRAM, DESIGNATED R-3, WAS CONCERNED WITH STUDENT READINESS, SUBJECT RELEVANCE, AND LEARNING REINFORCEMENT. IT CONSISTED OF: A SPECIAL CURRICULUM WHICH INTERRELATED MATH, READING, AND TECHNOLOGICAL SKILLS; A SERIES OF FIELD TRIPS; AND AN INSERVICE TRAINING PROGRAM FOR THE PROJECT STAFF. SOURCES TO CONTACT FOR ADDITIONAL INFORMATION CONCLUDE THE DOCUMENT. (SW)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (OE-37040, $0.25)

INSTITUTION NAME: AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES, PALO ALTO, CALIF.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED027347

PUBLICATION DATE: MAR 68

TITLE: A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN. SECOND INTERIM REPORT.

PERSONAL AUTHOR: AMSDEN, CONSTANCE

IDENTIFIER: CALIFORNIA STATE COLLEGE AT LOS ANGELES; EAST LOS ANGELES; MALABAR STREET SCHOOL; YOUTH OPPORTUNITIES FOUNDATION

DESCRIPTIVE NOTE: 270P.

A SECOND INTERIM REPORT ON A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN IN AN EAST LOS ANGELES ELEMENTARY SCHOOL NOTES THAT READING ABILITY IN THE PRIMARY GRADES HAS IMPROVED. IN JANUARY, 1967, THE AVERAGE FIRST GRADE READING SCORE ON THE STANFORD READING TEST WAS AT THE THIRD PERCENTILE, WHEREAS IN JANUARY, 1968, THE SCORE WAS AT THE EIGHTH PERCENTILE. THIS JOINT PROGRAM OF THE CALIFORNIA STATE COLLEGE AT LOS ANGELES, THE LOS ANGELES SCHOOLS, AND THE YOUTH OPPORTUNITIES FOUNDATION OPERATES IN A REGULAR SCHOOL SETTING, WITH A PUPIL TEACHER RATIO OF 29.1. INDIVIDUALIZATION INSTRUCTION AND PARENT PARTICIPATION WAS STRESSED IN THIS READING LANGUAGE PROGRAM INVOLVING WRITING, PHONICS, WORD DISCRIMINATION, COMPREHENSION, AND SELF TEACHING. SPECIAL MATERIALS WERE DEVELOPED, INCLUDING FOUR BILINGUAL BOOKS, AND AN AFTER-SCHOOL PROGRAM IN MEXICAN CULTURE WAS OFFERED. A SECOND PART OF THIS REPORT PRESENTS THE PROCEDURES AND RESULTS OF AN ORAL LANGUAGE ANALYSIS PHASE OF THE PROJECT, IN WHICH THE RELATIONSHIP BETWEEN ORAL ENGLISH SYNTAX AND READING ACHIEVEMENT WAS STUDIED. RECOMMENDATIONS FOR FUTURE CLASSROOM ACTION AND FURTHER LANGUAGE RESEARCH ARE INCLUDED. FOR FIRST INTERIM REPORT, SEE ED 010 532. (NH)

INSTITUTION NAME: CALIFORNIA STATE COLL., LOS ANGELES.

ACCESSION NUMBER: ED027352

PUBLICATION DATE: 67

TITLE: STANDARD ORAL ENGLISH, TENTH GRADE: INSTRUCTIONAL GUIDE D.

PERSONAL AUTHOR: SEIDMAN, DORLES M.

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I PROGRAM; ESEA TITLE I PROGRAM

DESCRIPTIVE NOTE: 161P.

THIS TEACHING GUIDE, DEVELOPED WITH ESEA TITLE I FUNDS, OUTLINES AN ORAL ENGLISH PROGRAM TO HELP MEXICAN-AMERICAN STUDENTS ELIMINATE NONSTANDARD PRONUNCIATION AND USAGE. ALONG WITH LESSONS TO MOTIVATE THE STUDENTS AND TO TEACH THEM CERTAIN LANGUAGE CONCEPTS, THE GUIDE CONTAINS PRONUNCIATION, USAGE, AND ORAL EMPHASIS LESSONS AND FOLLOWUP DRILLS, WHICH CAN HELP THE STUDENTS OVERCOME THEIR RELUCTANCE TO SPEAK AND CAN REMEDIATE THE SPEECH PROBLEMS CAUSED BY THEIR SPANISH LANGUAGE BACKGROUND. THE GUIDE ALSO CONTAINS AN OUTLINE OF THE NONSTANDARD USAGE AND PRONUNCIATION COMMON TO MEXICAN-AMERICAN STUDENTS, GENERAL TEACHING SUGGESTIONS, AND A BRIEF BIBLIOGRAPHY. (SEE ALSO UD 007695 FOR PARALLEL PROGRAM TO HELP NEGRO STUDENTS). (EF)

INSTITUTION NAME: LOS ANGELES CITY SCHOOLS, CALIF. DIV. OF SECONDARY EDUCATION.

ACCESSION NUMBER: ED027354

PUBLICATION DATE: 67

TITLE: STANDARD ORAL ENGLISH; SEVENTH GRADE. INSTRUCTIONAL GUIDE B.

PERSONAL AUTHOR: HERNANDEZ, LUIS F.

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I PROGRAM; ESEA TITLE I PROGRAM

DESCRIPTIVE NOTE: 156P.

A CURRICULUM GUIDE WAS PREPARED FOR THE TEACHING OF STANDARD SPOKEN ENGLISH IN THE LOS ANGELES JUNIOR HIGH SCHOOLS. THIS GUIDE FOCUSES SPECIFICALLY ON THE LANGUAGE HANDICAPS OF MEXICAN-AMERICAN STUDENTS. THE LESSONS WERE DESIGNED FOR USE WITH ACCOMPANYING TAPES AND FILMSTRIPS. (SEE ALSO UD 007702 FOR PARALLEL PROGRAM TO HELP NEGRO STUDENTS). (NH)

INSTITUTION NAME: LOS ANGELES CITY SCHOOLS, CALIF. DIV. OF SECONDARY EDUCATION.

ACCESSION NUMBER: ED027444

PUBLICATION DATE: MAR 69

TITLE: REGIONAL CONFERENCE ON TEACHER EDUCATION FOR MEXICAN-AMERICANS (NEW MEXICO STATE UNIVERSITY, FEBRUARY 13-15, 1969). CONFERENCE PROCEEDINGS.

PERSONAL AUTHOR: VAN METER, ED, ED.; BARBA, ALMA, ED.

DESCRIPTIVE NOTE: 40P.

THE PRIMARY OBJECTIVE OF THE CONFERENCE WAS TO INITIATE IMPROVEMENTS IN THE QUALIFICATIONS AND SUPPLY OF EDUCATIONAL PERSONNEL WORKING WITH MEXICAN AMERICAN STUDENTS BY SUGGESTING RECOMMENDED CHANGES IN PRESENT TEACHER TRAINING PROGRAMS. APPROXIMATELY 100 PARTICIPANTS FROM COLLEGES AND UNIVERSITIES, REGIONAL EDUCATIONAL LABORATORIES, PUBLIC SCHOOLS, STATE DEPARTMENTS OF EDUCATION, AND COMMUNITIES WITHIN THE COLORADO, NEW MEXICO, AND WEST TEXAS GEOGRAPHIC AREA ATTENDED THE CONFERENCE. INCLUDED IN THE CONFERENCE PROCEEDINGS REPORT ARE: (1) A STATEMENT OF THE CONFERENCE GOALS; (2) AN EXCERPT FROM THE KEYNOTE ADDRESS; (3) ABSTRACTS OF 7 PAPERS COMMISSIONED FOR THE CONFERENCE; (4) A SUGGESTED TRAINING MODEL; (5) A SECTION CONTAINING PARTICIPANT RECOMMENDATIONS; AND (6) 3 CONFERENCE SUMMARY STATEMENTS. (EV)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.

ACCESSION NUMBER: ED027791

PUBLICATION DATE: 68

TITLE: A GESTURE INVENTORY FOR THE TEACHING OF SPANISH.

PERSONAL AUTHOR: GREEN, JERALD R.

IDENTIFIER: SPAIN

DESCRIPTIVE NOTE: 120P.

INTENDED FOR THE NONNATIVE, AUDIOLINGUAL-ORIENTED SPANISH TEACHER, THIS GUIDE DISCUSSES THE ROLE OF NONVERBAL BEHAVIOR IN FOREIGN LANGUAGE LEARNING WITH MAJOR EMPHASIS GIVEN TO AN INVENTORY OF PENINSULAR SPANISH GESTURE. GESTURES ARE DESCRIBED IN NARRATIVE WITH LINE DRAWINGS TO PROVIDE VISUAL CUES, AND ARE ACCOMPANIED BY ILLUSTRATIVE SELECTIONS FROM CONTEMPORARY FICTIONAL AND DRAMATIC LITERATURE. GESTURES ALSO COMPREHENSIBLE TO LATIN AMERICANS ARE STARTED. SHORTER SECTIONS DISCUSS A RESEARCH DESIGN FOR FOREIGN CULTURE KINESICS AND A SURVEY OF KINESIC RESEARCH. AN ENGLISH INDEX TO THE GESTURE INVENTORY IS PROVIDED. (AF)

AVAILABILITY: CHILTON BOOKS, EDUCATIONAL DIVISION, 401 WALNUT ST., PHILADELPHIA, PA. 19106 ($5.00)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED027984

PUBLICATION DATE: 68

TITLE: GUIDELINES FOR IMPLEMENTING AN EFFECTIVE LANGUAGE PROGRAM FOR DISADVANTAGED MEXICAN-AMERICANS IN THE ELEMENTARY SCHOOL; GUIDELINES FOR IMPLEMENTING AN EFFECTIVE WORKSHOP ON ESOL.

PERSONAL AUTHOR: PERALES, ALONSO M.; AND OTHERS

DESCRIPTIVE NOTE: 66P.

A BILINGUAL LANGUAGE PROGRAM FOR MEXICAN AMERICAN STUDENTS IN ELEMENTARY SCHOOLS AND A WORKSHOP FOR TEACHERS OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ARE OUTLINED TO AID EFFECTIVE IMPLEMENTATION OF SUCH ACTIVITIES. GUIDELINES INCLUDE GOALS AND OBJECTIVES; ADMINISTRATION AND ORGANIZATION; METHODS, TECHNIQUES, AND ACTIVITIES; AND EVALUATION. THE GUIDELINES FOR A WORKSHOP ALSO CONTAIN AN ADDITIONAL SECTION ON COURSES OF STUDY AND MATERIALS. BOTH SETS OF GUIDELINES OFFER EXAMPLES OF EVALUATION INSTRUMENTS. (SW)

AVAILABILITY: COOP PROJECT OF NDEA/ESOL INSTITUTE, DEPARTMENT OF EDUCATION, OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO, TEXAS 78207

INSTITUTION NAME: OUR LADY OF THE LAKE COLL., SAN ANTONIO, TEX.

ACCESSION NUMBER: ED028000

PUBLICATION DATE: 68

TITLE: A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING.

DESCRIPTIVE NOTE: 125P.

THE PURPOSE OF THIS HANDBOOK IS TO ASSIST THOSE WHO WORK WITH THE MIGRANT CHILDREN'S SUMMER PROGRAMS IN PROVIDING IMPROVED EDUCATIONAL OFFERINGS. OBJECTIVES OF A MIGRANT PROGRAM INSTITUTED IN WYOMING FOR THE CHILDREN OF MEXICAN AMERICAN MIGRANT WORKERS ARE ENUMERATED, ALONG WITH PERSONNEL AND ADMINISTRATIVE REQUIREMENTS NECESSARY TO INSTITUTE SIMILAR PROGRAMS IN OTHER LOCATIONS. SPECIFIC GUIDELINES TO BE FOLLOWED IN THE TEACHING OF MIGRANT CHILDREN ARE PROVIDED IN EACH OF 10 CURRICULAR AREAS (INCLUDING ART, HEALTH AND SAFETY, MATHEMATICS, AND LANGUAGE ARTS). A SYSTEM IS ALSO OUTLINED WHICH IS BEING USED TO PROVIDE FOR THE MAINTENANCE AND TRANSFER OF A STUDENT'S ACADEMIC RECORDS AS THE MIGRANT FAMILY MOVES WITHIN A STATE OR BETWEEN STATES. A SELECTED BIBLIOGRAPHY IS INCLUDED ON TEACHING THE EDUCATIONALLY DISADVANTAGED. (DA)

INSTITUTION NAME: WYOMING STATE DEPT. OF EDUCATION, CHEYENNE.; WYOMING UNIV., LARAMIE. COLL. OF EDUCATION.

ACCESSION NUMBER: ED028001

PUBLICATION DATE: AUG 68

TITLE: REINFORCEMENT EXPECTATIONS AND EFFECTIVENESS AMONG MEXICAN-AMERICAN MIGRANT AND NON-MIGRANT CHILDREN.

PERSONAL AUTHOR: RODRIQUEZ, MINERVA D.

IDENTIFIER: CHILDREN'S LOCUS OF CONTROL SCALE; PEABODY PICTURE VOCABULARY TEST; *TEXAS

DESCRIPTIVE NOTE: 48P.

IN AN EFFORT TO DETERMINE REINFORCEMENT AND ITS EFFECTIVENESS AMONG MEXICAN AMERICAN MIGRANT AND NON-MIGRANT CHILDREN, 2 TESTS, THE CHILDREN'S LOCUS OF CONTROL SCALE AND THE PEABODY PICTURE VOCABULARY TEST, AND SOME QUESTIONS WERE ADMINISTERED TO 60 FIRST AND SECOND GRADERS FROM 2 ELEMENTARY SCHOOLS IN LAREDO, TEXAS. IT WAS EXPECTED THAT MEXICAN AMERICAN MIGRANT CHILDREN, WHEN COMPARED TO NON-MIGRANT CHILDREN, WOULD BE LOW IN THEIR LEVEL OF ASPIRATION AND WOULD RESPOND MORE TO CONCRETE THAN TO SOCIAL REWARDS. THE STUDY INDICATED THAT MIGRANT CHILDREN HAD A LOWER LEVEL OF ASPIRATION THAN A COMPARABLE GROUP OF NON-MIGRANTS. IT ALSO SUGGESTED THAT MIGRANT CHILDREN WERE LESS INFLUENCED BY SOCIAL REWARDS THAN MEXICAN AMERICAN CHILDREN IN GENERAL. RECOMMENDATIONS INCLUDED (1) THAT MORE THOROUGH STUDIES ON MEXICAN AMERICANS BE CONDUCTED AND DISSEMINATED, (2) THAT MORE COMMUNITY EXPERIENCES BE PROVIDED FOR MIGRANT CHILDREN WITHIN THE EDUCATIONAL SYSTEM, (3) THAT PARENTS AND CHILDREN IN CULTURALLY DEPRIVED HOMES BE MADE AWARE OF HIGHER EDUCATION AND OCCUPATION POSSIBILITIES, AND (4) THAT TEACHERS BE MORE SENSITIVE TO THE PROBLEMS OF THESE CHILDREN. (CM)

AVAILABILITY: INTER-LIBRARY LOAN FROM TEXAS WOMAN'S UNIVERSITY LIBRARY, DENTON, TEXAS 76204

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED028002

PUBLICATION DATE: FEB 69

TITLE: BIBLIOGRAPHY OF ESL/BILINGUAL TEACHING MATERIALS.

PERSONAL AUTHOR: IBARRA, HERB

DESCRIPTIVE NOTE: 31P.

FOUR HUNDRED AND SIX BOOKS, ARTICLES, AND INSTRUCTIONAL REALIA PUBLISHED BETWEEN 1945 AND 1968 ARE LISTED IN THIS BIBLIOGRAPHY FOR TEACHERS AND STUDENTS OF SPANISH-SPEAKING AND BILINGUAL STUDENTS. WHILE EMPHASIS IS PLACED ON ENGLISH AS A SECOND LANGUAGE TEXTUAL MATERIALS FOR ALL LEVELS OF EDUCATION FROM PRIMARY TO ADULT, LISTS OF MATERIALS SUCH AS KITS AND VISUALS FOR MUSIC AND SCIENCE ARE ALSO PROVIDED. A FINAL SECTION IS DEVOTED TO TEACHER PREPARATION MATERIALS, CULTURAL INFORMATION, AND INSTRUCTIONAL GUIDES. THIS PUBLICATION IS FUNDED BY TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. (DK)

INSTITUTION NAME: SAN DIEGO CITY SCHOOLS, CALIF.

ACCESSION NUMBER: ED028004

PUBLICATION DATE: JAN 69

TITLE: THE EFFECT OF SELECTED COMMUNICATION PATTERNS ON LEVEL OF ABSTRACTION, LENGTH, AND COMPLEXITY OF SENTENCE IN SPEECH OF CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: SMITH, DENNIS R.

DESCRIPTIVE NOTE: 34P.

THE EFFECT WAS INVESTIGATED OF DIADIC, PEER GROUP DISCUSSION, AND ROLE-PLAYING COMMUNICATION PATTERNS ON LEVEL OF ABSTRACTION, LENGTH OF RESPONSE, AND COMPLEXITY OF SENTENCE STRUCTURE IN THE SPEECH OF CHILDREN FROM LOW SOCIOECONOMIC ENVIRONMENTS IN RESPONSE TO A VERBAL TASK USING 2 LEVELS OF ABSTRACTION (OBJECTS AND PICTURES OF OBJECTS). SUBJECTS CONSISTED OF 69 CHILDREN (50 WERE PREDOMINANTLY SPANISH-SPEAKING), KINDERGARTEN THROUGH THIRD GRADE, IN A SCHOOL FOR CHILDREN OF MIGRANT WORKERS IN LEOTI, KANSAS. SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE THREE PATTERNS OF THE PROPORTION OF WORD, PHRASE, AND SENTENCE RESPONSES. EVIDENCE INDICATED THAT DIMENSIONS OF THE COMMUNICATION SITUATION INTERACT SIGNIFICANTLY WITH THE SPEECH RESPONSE OF THE CHILD. (JM)

INSTITUTION NAME: STATE UNIV. OF NEW YORK, BUFFALO. RESEARCH FOUNDATION.

ACCESSION NUMBER: ED028005

PUBLICATION DATE: OCT 68

TITLE: EXTENDING COOPERATIVE EXTENSION EDUCATION TO MEXICAN-AMERICAN FAMILIES: PROGRAM, METHODS AND EVALUATION. A REPORT OF A RESEARCH STUDY, EL PASO, TEXAS, 1962-1967.

PERSONAL AUTHOR: PFANNSTIEL, DANIEL C.; HUNTER, STARLEY M.

IDENTIFIER: EL PASO; TEXAS

DESCRIPTIVE NOTE: 86P.

THE PURPOSE OF THE PROJECT WAS TO DETERMINE THE MOST EFFECTIVE TEACHING METHODS FOR REACHING THE MEXICAN AMERICAN POPULATION OF EL PASO, TEXAS, WITH EXTENSION EDUCATIONAL PROGRAMS. AN INITIAL STUDY IN 1962 BROUGHT INTO FOCUS CHARACTERISTICS AND SITUATIONS OF MEXICAN AMERICAN FAMILIES FOR THE PURPOSE OF EVALUATION. ONE POPULATION WAS SUBJECTED TO HEAVY EXTENSION ACTIVITIES INCLUDING MASS MEDIA, MAILED INFORMATION, AND FORMALIZED CLASSES IN HOME ECONOMICS AND HEALTH. A SECOND POPULATION WAS SUBJECTED ONLY TO THOSE SOURCES OF MASS MEDIA AVAILABLE TO THE INDIVIDUAL FAMILIES, SUCH AS RADIO, TELEVISION, AND THE NEWSPAPER. THE 1964 EVALUATION STUDY INDICATED THAT THE INFORMATION MAILED TO THE FIRST POPULATION WAS THE MOST SUCCESSFUL DISSEMINATOR OF INFORMATION, FOLLOWED BY TELEVISION. THE SECOND POPULATION INDICATED THAT OF THE AVAILABLE MEDIA, TELEVISION WAS THE MOST EFFECTIVE. IN THE TERMINAL EVALUATION OF 1968, MAILED INFORMATION AND TELEVISION WERE ALMOST IDENTICAL IN EFFECTIVENESS IN REACHING HOMEMAKERS, CLOSELY FOLLOWED BY THE NEWSPAPER AND CLASSES. (DK)

AVAILABILITY: TEXAS A & M UNIVERSITY, AGRICULTURAL EXPERIMENT STATION, COLLEGE STATION, TEXAS 77843

INSTITUTION NAME: TEXAS A AND M UNIV., COLLEGE STATION. AGRICULTURAL EXPERIMENT STATION.

ACCESSION NUMBER: ED028007

PUBLICATION DATE: OCT 68

TITLE: MIGRANT PROGRAMS, FISCAL YEAR 1968 (SCHOOL YEAR 1967-68). ANNUAL EVALUATION REPORT.

IDENTIFIER: *IOWA

DESCRIPTIVE NOTE: 35P.

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, MEXICAN AMERICAN MIGRANT PROGRAMS IN THE STATE OF IOWA STRESSED LOW PUPIL-TEACHER RATIO, ESTABLISHMENT OF STUDENTS' EDUCATIONAL ATTAINMENT, AND USE OF UNGRADED CURRICULUM. SINCE THE LANGUAGE BARRIER WAS IDENTIFIED AS A MAJOR OBSTACLE TO INFORMATION TRANSMISSION IN THE CLASSROOM, ORAL LANGUAGE CONCEPTS AND SPANISH-SPEAKING TEACHER AIDES WERE UTILIZED. NUTRITIONAL REQUIREMENTS OF THESE DISADVANTAGED CHILDREN WERE MET DAILY BY FREE BREAKFASTS AND LUNCHES. A HEALTH PROGRAM INCLUDING FULL MEDICAL AND DENTAL SERVICES WAS INSTITUTED. FIELD TRIPS AND PARTIES, AS WELL AS ORGANIZED PHYSICAL EDUCATION ACTIVITIES PROVIDED CULTURAL ENRICHMENT OPPORTUNITIES. IT WAS FOUND THAT THE MAJOR OBSTACLE TO THE MIGRANT PROGRAMS WAS FINANCIAL. BY SHIFTING FUNDS FROM DISTRICTS NOT UTILIZING THEIR TOTAL ALLOCATION, IT WAS POSSIBLE TO SUSTAIN THE MEXICAN AMERICAN MIGRANT PROGRAMS. (DA)

INSTITUTION NAME: IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. PUPIL PERSONNEL SERVICES DIV.

ACCESSION NUMBER: ED028008

PUBLICATION DATE: JAN 69

TITLE: A STUDY TO COMPARE THE SCHOLASTIC ATTENDANCE AND THE SCHOLASTIC ACHIEVEMENT OF FIRST GRADE STUDENTS WHOSE PARENTS PARTICIPATED IN THE ADULT BASIC EDUCATION PROGRAM WITH THE SCHOLASTIC ATTENDANCE AND THE SCHOLASTIC ACHIEVEMENT OF FIRST GRADE STUDENTS WHOSE PARENTS DID NOT PARTICIPATE IN THE ADULT BASIC EDUCATION PROGRAM.

PERSONAL AUTHOR: KIRBY, MILTON J.

DESCRIPTIVE NOTE: 17P.

FIRST GRADE STUDENTS FROM FAMILIES WITH COMMON ETHNIC, SOCIAL, AND ECONOMIC CHARACTERISTICS WERE STUDIED TO DETERMINE THE EFFECTS OF PARENT PARTICIPATION IN THE ADULT BASIC EDUCATION (ABE) PROGRAM ON THE ATTENDANCE AND ACHIEVEMENT OF THE CHILDREN. THE EXPERIMENTAL GROUP WAS COMPOSED OF 160 CHILDREN FROM LOW INCOME, SPANISH-SPEAKING FAMILIES IN WHICH AT LEAST ONE PARENT HAD PARTICIPATED IN THE ABE PROGRAM CONDUCTED BY THE BROWNSVILLE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT. A CONTROL GROUP OF 160 CHILDREN WAS SELECTED FROM FAMILIES IN WHICH NEITHER PARENT HAD PARTICIPATED IN THE ABE PROGRAM. FINDINGS OF THE STUDY WERE THAT THE ATTENDANCE RATE OF THE EXPERIMENTAL GROUP WAS HIGHER THAN THAT OF THE CONTROL GROUP DURING THE 1967-68 SCHOOL YEAR, AND THE EXPERIMENTAL GROUP ATTAINED A HIGHER AVERAGE SCORE ON A STANDARD ACHIEVEMENT TEST THAN DID THE CONTROL GROUP. RESULTS OF A LIMITED SUPPLEMENTARY INVESTIGATION INDICATED THAT THE ABE PROGRAM MAY HAVE A BENEFICIAL EFFECT ON JOB PERFORMANCE AND SOCIAL, CIVIC, AND ECONOMIC ACTIVITIES OF PARTICIPANTS. (JH)

INSTITUTION NAME: BROWNSVILLE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, TEX.

ACCESSION NUMBER: ED028010

PUBLICATION DATE: MAR 69

TITLE: A NEW LOOK AT THE ATTRIBUTES OF THE MEXICAN AMERICAN.

PERSONAL AUTHOR: CASAVANTES, EDWARD J.

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 18P.

MANY OF THE CHARACTERISTICS USUALLY USED TO DESCRIBE THE MEXICAN AMERICAN ARE BASICALLY DESCRIPTIONS OF INDIVIDUALS FROM THE LOWER-LOWER SOCIO-ECONOMIC CLASS. A SECOND SET OF ATTRIBUTES THAT APPLIES TO THE MAJORITY OF MEXICAN AMERICANS IS REFERRED TO AS "STRUCTURAL-DEMOGRAPHIC." THESE ATTRIBUTES ARE RELATED TO ETHNICITY, TO REGIONALITY, TO GEOGRAPHY, AND TO NATIONALITY. CHARACTERISTICS MOST COMMONLY ASSOCIATED WITH THE CHICANO, A TERM ASSOCIATED WITH THE MEXICAN AMERICAN, ARE THAT HIS PARENTS COME FROM MEXICO AND HE SPEAKS SPANISH. NO SINGLE ATTRIBUTE CHARACTERIZES ANY LARGE PROPORTION OF MEXICAN AMERICANS, AND THE MANY POTENTIAL DIFFERENCES AMONG MEXICAN AMERICANS CAN BE DEPICTED ON A THREE-DIMENSIONAL CUBE, CONSISTING OF BELIEF SYSTEMS, REGIONAL DIFFERENCES, AND SOCIOECONOMIC STATUS. THE DOMINANT CULTURE AND THE CHICANOS THEMSELVES SHOULD RECOGNIZE THE UNDESIRABILITY OF STEREOTYPING; THIS AWARENESS SHOULD HELP TO FREE CHICANOS TO MAKE SOCIOECONOMIC GAINS, TO ADOPT A NEW WAY OF LIFE, AND TO PARTICIPATE FREELY IN BOTH CULTURES. THERE IS A NEED FOR ADDITIONAL RESEARCH INTO THE NATURE, CHARACTERISTICS, TRAITS, AND ATTRIBUTES OF THE MEXICAN AMERICAN. (SW)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED028012

PUBLICATION DATE: OCT 68

TITLE: EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS OF MEXICAN-AMERICAN YOUTH IN A METROPOLITAN CONTEXT.

PERSONAL AUTHOR: GORDON, C. WAYNE; AND OTHERS

DESCRIPTIVE NOTE: 132P.

MEXICAN AMERICAN EDUCATIONAL ASPIRATIONS AND ACHIEVEMENTS WERE STUDIED TO DETERMINE WHY THEY TENDED TO BE CONSIDERABLY LOWER THAN THOSE OF ANGLOS AND ALSO TO ACCOUNT FOR THE SOURCES OF VARIATION WITHIN EACH GROUP, THUS ATTEMPTING TO EXPLAIN THE PARTICULAR CONTRIBUTION OF SCHOOL CONTEXTS OF VARYING SOCIOECONOMIC LEVEL AND ETHNIC COMPOSITION. A SURVEY WAS TAKEN OF 6TH, 9TH, AND 12TH GRADE PUPILS IN THE PREDOMINANTLY MEXICAN AMERICAN AREAS OF THE LOS ANGELES SCHOOL DISTRICT TO DETERMINE EDUCATIONAL PATTERNS AND TO VERIFY FINDINGS. CUMULATIVE SCHOOL RECORDS AND QUESTIONNAIRES ADMINISTERED BY THE STAFF SUPPLIED THE DATA. ACADEMIC ABILITY DIFFERENCES BETWEEN THE 2 ETHNIC GROUPS AS MEASURED BY ACHIEVEMENT TESTS WERE FOUND TO BE THE DIRECT RESULT OF THE TEACHING PROVIDED BY THE SCHOOL. FURTHER RESULTS INDICATED THE FOLLOWING SOURCES OF INFLUENCE ON PUPIL PERFORMANCE: (1) FAMILY EDUCATIONAL LEVEL WAS THE MOST IMPORTANT FOR BOTH GROUPS, WITH FAMILY ECONOMIC LEVEL CONTRIBUTING LESS; (2) PUPIL ATTITUDES AND VALUES WERE IMPORTANT FOR BOTH GROUPS AT ALL GRADE LEVELS; (3) SOCIAL CONTEXT OF THE SCHOOL CONTRIBUTED SUBSTANTIALLY TO THE PERFORMANCE OF MEXICAN AMERICANS AT THE ELEMENTARY AND JUNIOR HIGH LEVELS AND MINIMALLY AT THE SENIOR HIGH LEVEL; AND (4) ENGLISH USAGE MADE A POSITIVE CONTRIBUTION FOR MEXICAN AMERICAN PUPILS AT ALL GRADE LEVELS. (CM)

INSTITUTION NAME: CALIFORNIA UNIV., LOS ANGELES. CENTER FOR THE STUDY OF EVALUATION OF INSTRUCTIONAL PROGRAMS.

ACCESSION NUMBER: ED028013

PUBLICATION DATE: MAR 69

TITLE: IDENTIFICATION AND ASSESSMENT OF ONGOING EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH SPEAKING PEOPLE. A REPORT SUBMITTED TO THE SOUTHWEST COUNCIL OF LA RAZA, PHOENIX, ARIZONA.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTIVE NOTE: 116P.

SYNOPTIC REPORTS ON 16 SELECTED EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH-SPEAKING PEOPLE ARE PRESENTED IN THIS DOCUMENT. EACH REPORT CONSISTS OF A BRIEF DESCRIPTION OF THE PROJECT, AN ASSESSMENT OF THE PROGRAM, AND RECOMMENDATIONS FOR DISSEMINATION AND IMPLEMENTATION OF THE PROJECT MODEL. PROGRAMS REVIEWED INCLUDE: (1) THE GOOD SAMARITAN CENTER'S BILINGUAL EDUCATION PROGRAM, SAN ANTONIO, TEXAS; (2) BILINGUAL FOLLOW THROUGH PROJECT, CORPUS CHRISTI, TEXAS; (3) THE CORAL WAY BILINGUAL PROGRAM, MIAMI, FLORIDA; (4) TEACHING SPANISH TO THE SPANISH-SPEAKING CHILD--A WESTERN STATES SMALL SCHOOLS PROJECT IN PECOS, NEW MEXICO; (5) ESL/BILINGUAL DEMONSTRATION PROJECT CENTER, SAN DIEGO, CALIFORNIA; (6) THE SAN ANTONIO BILINGUAL DEMONSTRATION AND DISSEMINATION CENTER, SAN ANTONIO, TEXAS; (7) LAREDO BILINGUAL PROGRAM, LAREDO, TEXAS; (8) SPANISH ARTS PROGRAM FOR MEXICAN AMERICANS, MERCED, CALIFORNIA; (9) TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS, SAN ANTONIO, TEXAS; (10) TEACHER EDUCATION PROGRAM, UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES; (11) A VIDEO ORAL ENGLISH INSTRUCTIONAL APPROACH FOR NON-ENGLISH SPEAKING ADULTS WITH A SPANISH SURNAME, ALBUQUERQUE, NEW MEXICO; AND (12) PROTEUS ADULT TRAINING CENTER, VISALIA, CALIFORNIA. (EV)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED028014

PUBLICATION DATE: 2 APR 69

TITLE: A SELECTED BIBLIOGRAPHY CONCERNING THE EDUCATION OF MEXICAN-AMERICAN MIGRANT CHILDREN.

PERSONAL AUTHOR: KARR, KEN

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 12P.

NINETY-FOUR CITATIONS FOCUSING ON THE EDUCATION OF MEXICAN AMERICAN MIGRANT CHILDREN IN THE SOUTHWEST ARE PRESENTED. ALL REFERENCES WERE PUBLISHED FROM 1960 TO 1969. AN ADDENDUM LISTS 52 RELATED PUBLICATIONS, SOME OF WHICH WERE WRITTEN PRIOR TO 1960, THAT HAVE DIRECT REFERENCE TO THE EDUCATION OF MEXICAN AMERICANS. SOME CITATIONS INCLUDE ANNOTATIONS. (JH)

INSTITUTION NAME: CALIFORNIA STATE POLYTECHNIC COLL., SAN LUIS OBISPO. EDUCATION DEPT.

ACCESSION NUMBER: ED028017

PUBLICATION DATE: APR 69

TITLE: BILINGUAL/BICULTURAL EDUCATION: A PERSPECTIVE MODEL IN MULTICULTURAL AMERICA.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTIVE NOTE: 24P.

BILINGUAL/BICULTURAL EDUCATION, WITH ITS FOCUS ON THE LINGUISTIC AND CULTURAL NEEDS OF AMERICA'S MULTICULTURAL POPULATION, IS EMERGING AS A POTENTIAL TYPE OF EDUCATIONAL CURRICULUM. DIFFICULTIES ENCOUNTERED BY THE NON-ENGLISH-SPEAKING CHILD, WITH INSTRUCTION PRESENTED IN A LANGUAGE ESSENTIALLY FOREIGN TO HIM, POINT TO THE VALUE OF BILINGUAL AND CROSS-CULTURAL EDUCATION IN THE INSTRUCTIONAL PROGRAM. HOWEVER, DEMOGRAPHIC DATA AND CAREFUL EXAMINATION OF THE EDUCATIONAL NEEDS OF THE CHILDREN ARE NECESSARY IN ASCERTAINING THE TYPE OF BILINGUAL PROGRAM FOR A GEOGRAPHICAL AREA. IN THIS VOLUME, 19 MODELS (SOME OPERATIVE, SOME THEORETICAL) AND 9 BILINGUAL PROGRAMS FOR SPANISH-SPEAKING CHILDREN ARE PRESENTED TO ILLUSTRATE DIFFERENCES, SIMILARITIES, AND POTENTIALITIES OF THE MODELS FOR IMPLEMENTATION ELSEWHERE. (SW)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED028418

PUBLICATION DATE: MAR 69

TITLE: CULTURAL SENSITIVITY TRAINING FOR THE TEACHER OF SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: BORDIE, JOHN G.

IDENTIFIER: *CULTURAL SENSITIVITY

DESCRIPTIVE NOTE: 11P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE OVERSEAS, THE TEACHER IS OFTEN MORE SUCCESSFUL THAN THE TEACHER OF ENGLISH AS A SECOND LANGUAGE IN THE UNITED STATES. REQUIRED TO BE CONSTANTLY ALERT SO THAT CULTURAL ASSUMPTIONS IN THE TEACHING MATERIALS ARE NOT SLIGHTED, HE MUST PRESENT ALL LEVELS OF SPEECH AND LEAVE NOTHING ABOUT THE LANGUAGE AND CULTURE TO CHANCE. THE TEACHER WHO NEVER LEAVES HIS HOME COUNTRY ENCOUNTERS MUCH THE SAME SITUATION AND PROBLEMS OF ADJUSTMENT WHEN WORKING WITH STUDENTS FROM ANOTHER CULTURAL BACKGROUND. HE MUST FUNCTION IN A NEW CULTURAL SITUATION WITHOUT THE RECOGNITION OVERSEAS LIFE FORCES ON ONE'S AWARENESS OF THE CULTURAL DIFFERENCES. THE PROGRAM IN FOREIGN LANGUAGE EDUCATION AT THE UNIVERSITY OF TEXAS HAS BEEN ARRANGING WORKSHOPS IN BILINGUALISM AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE FOR TEACHERS IN THE SCHOOL SYSTEM OF TEXAS, AND HAS INSTITUTED CULTURAL SENSITIVITY TRAINING AS A REGULAR WORKSHOP FEATURE. THE WORKSHOP FORMAT INCLUDES: (1) AN ANTHROPOLOGICAL PRESENTATION AND DISCUSSION OF CULTURAL DIFFERENCES; (2) A SECOND LANGUAGE SITUATION IN WHICH THE TEACHER FILLS OUT A STANDARD JOB APPLICATION FORM IN AN UNKNOWN LANGUAGE; (3) A TECHNICAL EXPLANATION OF THE UNKNOWN LANGUAGE; (4) SMALL GROUP DISCUSSIONS OF TEACHING APPROACHES; AND (5) TECHNICAL CONTENT AND CULTURAL SENSITIVITY SESSIONS. (AMM)

ACCESSION NUMBER: ED028850

PUBLICATION DATE: JUL 68

TITLE: SUMMER PROGRAMS FOR MIGRANT CHILDREN. SPECIAL ISSUE, YOUR PUBLIC SCHOOLS, VOLUME 6, NUMBER 8.

PERSONAL AUTHOR: BROWN, DOROTHEE, ED.; LICHTENBERG, ZITA, ED.

IDENTIFIER: *WASHINGTON

DESCRIPTIVE NOTE: 28P.

FEDERAL FUNDS ARE PROVIDED FOR OPERATION OF 21 SUMMER MIGRANT EDUCATION PROGRAMS IN WASHINGTON STATE FOR 2,300 PRESCHOOL AND ELEMENTARY-AGE, PREDOMINANTLY MEXICAN AMERICAN AND INDIAN CHILDREN OF MIGRANT FARM WORKERS. OTHER AGENCIES--PUBLIC AND PRIVATE--CONTRIBUTE FINANCIAL SUPPORT TO THE SUMMER EDUCATIONAL ACTIVITIES. IN MOST CASES THE PROGRAMS HAVE AN ADEQUATE SUPPLY OF TEACHERS, BILINGUAL TEACHER AIDES, AND COMMUNITY VOLUNTEER HELP. INDIVIDUAL ATTENTION IS EMPHASIZED IN TEACHING READING, LANGUAGE DEVELOPMENT, PHYSICAL AND HEALTH EDUCATION, AND ART AND MUSIC. WHEN NECESSARY, REMEDIAL WORK IS GIVEN TO THE CHILDREN; SOME PROGRAMMED INSTRUCTION IS USED. MANY OF THE PROGRAMS INCLUDE WEEKLY FIELD TRIPS TO BROADEN WORLD EXPERIENCES, OFTEN THROUGH OUTDOOR EDUCATION. THE HOME-SCHOOL RELATIONSHIP IS STRESSED AS AN IMPORTANT PHASE OF THE PROGRAMS. TWO CURRICULUM MATERIALS CENTERS ARE BEING DEVELOPED TO PROVIDE FOR IMPROVED SUPPORTIVE SERVICES TO SCHOOLS. (JAM)

INSTITUTION NAME: WASHINGTON OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA.

ACCESSION NUMBER: ED028853

PUBLICATION DATE: 68

TITLE: THE MEXICAN-AMERICAN CURRICULUM STUDY. REPORT OF A COUPLED BASIC EDUCATION--ON-THE-JOB TRAINING PROGRAM FOR MONOLINGUAL MEXICAN-AMERICANS.

PERSONAL AUTHOR: LOPEZ, JOHN K.

DESCRIPTIVE NOTE: 181P.

A CURRICULUM STUDY OF BASIC EDUCATION AND ON JOB TRAINING PROGRAM FOR DISADVANTAGED, MONOLINGUAL MEXICAN AMERICANS IS EVALUATED. TYPES OF ACTIVITIES IMPLEMENTED FOR ADULTS (SUCH AS ENGLISH LANGUAGE SKILLS, ARITHMETIC SKILLS, AND PRE-VOCATIONAL TRAINING) ARE STUDIED, AS WELL AS RESULTS AND OBSERVATIONS. INFORMATION IS INCLUDED WHICH WAS OBTAINED FROM ADMINISTRATORS, INSTRUCTORS, AND TRAINEES OF THE 7 BASIC EDUCATION PROJECTS, SUPPLEMENTED BY EMPLOYER INTERVIEWS AND INFORMATION SUPPLIED BY COMMUNITY ORGANIZATIONS SELECTED BY THE DEPARTMENT OF LABOR AS ON JOB TRAINING CONTRACTORS. RECOMMENDATIONS INCLUDED (1) THAT SERIOUS CONSIDERATION BE GIVEN TO INCREASING THE BASIC EDUCATION PERIOD, AND (2) THAT EMPLOYERS CONTINUE THE EDUCATIONAL PROCESS STARTED BY THE PROJECT. SEVERAL FIGURES AND TABLES ARE CONTAINED TO ILLUSTRATE VARIOUS ASPECTS OF THE PROGRAM. (CM)

INSTITUTION NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION.; CALIFORNIA UNIV., LOS ANGELES. DIV. OF VOCATIONAL EDUCATION.

ACCESSION NUMBER: ED028854

PUBLICATION DATE: APR 69

TITLE: MEXICAN AMERICAN TEEN-AGE SCHOOL DROPOUTS: REASONS FOR LEAVING SCHOOL AND ORIENTATIONS TOWARD SUBSEQUENT EDUCATIONAL ATTAINMENT.

PERSONAL AUTHOR: WAGES, SHERRY; AND OTHERS

DESCRIPTIVE NOTE: 37P.; PAPER PRESENTED AT THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION MEETINGS (HOUSTON, TEXAS, APRIL, 1969).

IN AN EFFORT TO DETERMINE VARIABLES RELATED TO MEXICAN AMERICAN SCHOOL DROPOUTS' DECISIONS TO QUIT SCHOOL AND THEIR ORIENTATIONS TOWARD FURTHER EDUCATIONAL ATTAINMENT, PERSONAL INTERVIEWS WERE CONDUCTED IN 1967 WITH 74 MEXICAN AMERICAN HIGH SCHOOL DROPOUTS RESIDING IN 4 RURAL SOUTH TEXAS COUNTIES. THE VARIABLES EXAMINED INCLUDED (1) DECISION TO BECOME A DROPOUT (REASONS FOR LEAVING SCHOOL, ENCOURAGEMENT TO STAY IN SCHOOL, ENCOURAGEMENT TO RETURN TO SCHOOL AFTER LEAVING), AND (2) ORIENTATIONS TOWARD FURTHER EDUCATION (ASPIRATIONS, EXPECTATIONS, AND ATTITUDES TOWARD RE-ENTRY INTO SCHOOL UNDER VARIOUS CONDITIONS). IT WAS FOUND THAT POOR GRADES AND FINANCIAL DIFFICULTIES WERE MAJOR FACTORS IN THE DECISION TO LEAVE SCHOOL. WHILE FEW RESPONDENTS WERE ENCOURAGED TO STAY IN SCHOOL, THREE-FOURTHS WERE ADVISED BY PARENTS AND FRIENDS TO RETURN TO SCHOOL AFTER LEAVING. MOST RESPONDENTS DESIRED HIGH SCHOOL DIPLOMAS; HOWEVER, ONE-HALF OF THE BOYS AND ONE-FOURTH OF THE GIRLS DID NOT EXPECT TO ATTAIN THEIR GOALS. MOST RESPONDENTS WERE UNCERTAIN ABOUT EXPECTATIONS. IT WAS RECOMMENDED THAT DROPOUTS BE IDENTIFIED EARLY, AND THAT TEACHERS, PRINCIPALS, AND COUNSELORS MAKE EVERY ATTEMPT TO ENCOURAGE THE POTENTIAL DROPOUT TO REMAIN IN SCHOOL. A MAJOR CONCLUSION WAS THAT MUCH NEEDS TO BE DONE IN DEVELOPING EDUCATIONAL PROGRAMS TO MEET PERCEIVED NEEDS OF THESE STUDENTS. (DA)

ACCESSION NUMBER: ED028856

PUBLICATION DATE: NOV 66

TITLE: MEXICAN-AMERICANS: PROBLEMS AND PROSPECTS.

PERSONAL AUTHOR: MOORE, JOAN W.

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 63P.

COMPRISING THE SECOND LARGEST MINORITY GROUP IN THE UNITED STATES, 87% OF THE MEXICAN AMERICAN POPULATION LIVE IN FIVE STATES IN THE SOUTHWEST. CHARACTERIZED BY A HIGH BIRTH RATE, CONTINUOUS IMMIGRATION, AND LOW INCOME, THE MEXICQN AMERICAN POPULATION IS AN INCREASING SOURCE OF CONCERN IN A WELFARE-ORIENTED SOCIETY. EDUCATIONAL ATTAINMENT LEVELS REVEAL SIGNIFICANT DIFFERENCES BETWEEN MEXICAN AMERICANS AND ANGLO AMERICANS, BETWEEN RURAL AND URBAN MEXICAN AMERICANS, AND BETWEEN THE NATIVE-BORN AND FOREIGN-BORN. STATE STATISTICS CONCEAL IMPORTANT LOCAL VARIATIONS IN SCHOOLING. PROBLEMS OF THE MEXICAN AMERICAN ARE POVERTY, A HIGH DEPENDENCY RATIO, UNEMPLOYMENT, POOR HOUSING, INADEQUATE PUBLIC SERVICES, SEGREGATED SCHOOLS, NONPARTICIPATION IN POLITICAL LIFE, AND A HIGH RATE OF SCHOOL DELINQUENCY. POLICY IMPLICATIONS INCLUDE INCREASING COMMUNICATION BETWEEN MEXICAN AMERICANS AND OTHER POVERTY SEGMENTS, DESIGNING PROGRAMS OF LOCAL DISTINCTIVENESS TO OVERCOME LOCAL ISOLATION, AND TRAINING AND RETRAINING OF NON-MEXICAN AMERICAN PERSONNEL WORKING WITH THIS POPULATION. (JH)

INSTITUTION NAME: WISCONSIN UNIV., MADISON. INST. FOR RESEARCH ON POVERTY.

ACCESSION NUMBER: ED028858

PUBLICATION DATE: APR 69

TITLE: STATUS PROJECTIONS AND ETHNICITY: A COMPARISON OF MEXICAN AMERICAN, NEGRO, AND ANGLO YOUTH.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.; AND OTHERS

DESCRIPTIVE NOTE: 54P.; PAPER PRESENTED AT THE ANNUAL MEETINGS OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION (NEW ORLEANS, LOUISIANA, APRIL, 1969).

IN AN EFFORT TO DETERMINE TO WHAT EXTENT ETHNIC GROUPS ARE ASSOCIATED WITH DIFFERENCES IN ADOLESCENTS' PROJECTED FRAMES OF STATUS REFERENCE, DATA WERE COLLECTED FROM NEGRO, MEXICAN AMERICAN, AND ANGLO YOUTH RESIDING IN RURAL AREAS OF TEXAS. OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS WERE COMPARED TO DETERMINE LEVELS OF ASPIRATION AND EXPECTATION, ANTICIPATORY GOAL DEFLECTION (THE DIVERGENCE BETWEEN DESIRED AND EXPECTED STATUS OBJECTS), INTENSITY OF ASPIRATION, AND CERTAINTY OF EXPECTATION. IT WAS FOUND THAT THE 3 ETHNIC GROUPS STUDIED WERE SIMILAR EXCEPT IN REFERENCE TO STATUS EXPECTATIONS AND INTENSITY OF ASPIRATION. NEGRO YOUTH MAINTAINED HIGHER LEVELS OF EXPECTATION, AND MEXICAN AMERICAN YOUTH MAINTAINED STRONGER INTENSITY OF ASPIRATION. MEXICAN AMERICAN YOUTH WERE LEAST CERTAIN OF OBTAINING THEIR EXPECTATIONS; NEGRO YOUTH HELD HIGHER EDUCATIONAL GOALS; WHILE ANGLO YOUTH MANIFESTED THE LEAST ANTICIPATORY DEFLECTION. (DA)

ACCESSION NUMBER: ED028873

PUBLICATION DATE: FEB 69

TITLE: COMPARATIVE VALUES AND ACHIEVEMENT OF MEXICAN-AMERICAN AND ANGLO PUPILS.

PERSONAL AUTHOR: SCHWARTZ, AUDREY JAMES

DESCRIPTIVE NOTE: 109P.

VALUE ORIENTATIONS AND ACADEMIC ACHIEVEMENT OF MEXICAN AMERICAN AND ANGLO PUBLIC SCHOOL YOUTH WERE STUDIED WITH REGARD TO (1) DIFFERENCES BETWEEN MEXICAN AMERICAN AND ANGLO VALUES; (2) VALUE DIFFERENCES WITHIN THE MEXICAN AMERICAN PUPIL SUBPOPULATION; AND (3) THE RELATIONSHIP BETWEEN VALUE ORIENTATIONS AND ACADEMIC ACHIEVEMENT OF MEXICAN AMERICAN PUPILS. DATA WERE OBTAINED FROM A SELF-ADMINISTERED QUESTIONNAIRE AND FROM OFFICIAL RECORDS OF SCHOLASTIC ACHIEVEMENT OF 2,600 NINTH- AND TWELFTH-GRADE PUPILS ENROLLED IN THE LOS ANGELES METROPOLITAN SCHOOL DISTRICT. THE RESULTS INDICATED THAT (1) THERE WERE SUBSTANTIAL DIFFERENCES IN SOME SPECIAL VALUE ORIENTATIONS BETWEEN MEXICAN AMERICANS AND ANGLO PUPILS FROM SIMILAR SOCIOECONOMIC BACKGROUNDS; (2) SIMILARITIES TO ANGLO VALUE ORIENTATIONS AND ACADEMIC ACHIEVEMENT INCREASED WITH A RISE IN SOCIOECONOMIC STATUS OF MEXICAN AMERICANS AND FROM THE 9TH TO 12TH GRADE LEVELS; (3) VALUE ORIENTATIONS OF MEXICAN AMERICAN PUPILS IN INTEGRATED SCHOOLS WERE MORE SIMILAR TO THOSE OF ANGLOS THAN MEXICAN AMERICAN PUPILS IN OTHER SCHOOLS; AND (4) THERE WERE LESS DIFFERENCES IN VALUE ORIENTATIONS BETWEEN ANGLO BOYS AND GIRLS THAN THERE WERE BETWEEN MEXICAN AMERICAN BOYS AND GIRLS, WITH VALUES OF MEXICAN AMERICAN BOYS BEING MORE SIMILAR TO ANGLO VALUE ORIENTATIONS THAN THOSE OF MEXICAN AMERICAN GIRLS. SEVERAL TABLES ARE INCLUDED WHICH SUMMARIZE THE FINDINGS. (CM)

INSTITUTION NAME: CALIFORNIA UNIV., LOS ANGELES. CENTER FOR THE STUDY OF EVALUATION OF INSTRUCTIONAL PROGRAMS.

ACCESSION NUMBER: ED028875

PUBLICATION DATE: 68

TITLE: OHIO CONFERENCE ON MIGRANT EDUCATION.

PERSONAL AUTHOR: WALKER, JESS; AND OTHERS

DESCRIPTIVE NOTE: 29P.

THREE PAPERS WERE PRESENTED AT A SEMINAR WHICH IDENTIFIED PROBLEMS IN MIGRANT EDUCATION. DR. JESS WALKER FROM THE DEPARTMENT OF TEACHER EDUCATION AT WESTERN MICHIGAN UNIVERSITY EMPHASIZED THE ROLE OF THE TEACHER IN MOLDING THE LIVES OF CHILDREN AND THE NEED FOR SPECIAL TRAINING FOR TEACHERS OF THE DISADVANTAGED. DR. MARY HARBAGE, PROFESSOR OF EDUCATION AT WRIGHT STATE UNIVERSITY, DISCUSSED PROBLEMS OF MIGRANT CHILDREN, SOME REASONS FOR THE CHILDREN'S FAILURES, AND SOME POSSIBLE SOLUTIONS FOR TEACHING THESE CHILDREN. DR. RALPH F. ROBINETT, DIRECTOR OF BILINGUAL CURRICULUM DEVELOPMENT IN ANN ARBOR, MICHIGAN, DESCRIBED PRONUNCIATION PROBLEMS OF SPANISH-SPEAKING MIGRANT CHILDREN BY COMPARING THE SPANISH SOUND SYSTEM AND ENGLISH SOUND SYSTEM. (CM)

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS.

ACCESSION NUMBER: ED028878

PUBLICATION DATE: 68

TITLE: A LANGUAGE TRAINING PROGRAM FOR PRESCHOOL MIGRANT CHILDREN.

PERSONAL AUTHOR: HAGEN, JOHN W.; HALLAHAN, DANIEL P.

DESCRIPTIVE NOTE: 12P.

THE ENGLISH ORAL LANGUAGE LESSONS WERE DEVELOPED BY THE FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES (FLICS) OF THE UNIVERSITY OF MICHIGAN. THE LESSONS WERE DESIGNED FOR PRE-SCHOOL CHILDREN OF MEXICAN AMERICAN MIGRANT WORKERS WITH AN EMPHASIS ON THE STRUCTURE OF ENGLISH SENTENCES RATHER THAN ON VOCABULARY. THE STUDY WAS CONSTRUCTED TO TEST THE EFFECTIVENESS OF THE FLICS LESSONS. TWO EXPERIMENTAL GROUPS OF 9 SUBJECTS EACH RECEIVED THE FLICS LESSONS AND WERE COMPARED WITH A CONTROL GROUP OF 8 SIMILAR CHILDREN WHO WERE IN A NURSERY SCHOOL PROGRAM. THE RESULTS INDICATED THAT BOTH EXPERIMENTAL GROUPS PERFORMED SIGNIFICANTLY BETTER THAN THE CONTROL GROUP AND THAT THE FLICS PROGRAM DID BENEFIT THE MIGRANT CHILDREN IN TERMS OF THEIR LANGUAGE PERFORMANCE. ALSO, THE STUDY SUPPORTED THE CONCLUSION THAT A SHORT-TERM LANGUAGE TRAINING PROGRAM COULD BRING ABOUT CHANGES IN LANGUAGE PERFORMANCE OF CULTURALLY DISADVANTAGED CHILDREN. (DK)

INSTITUTION NAME: MICHIGAN UNIV., ANN ARBOR. CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR.

ACCESSION NUMBER: ED028887

PUBLICATION DATE: 10 JUL 68

TITLE: EMPLOYMENT PROBLEMS OF MEXICAN AMERICANS AND INDIANS. RECOMMENDATIONS AND OBSERVATIONS MADE AT THE SOUTHWEST EMPLOYER CONFERENCE ON MEXICAN AMERICAN AND INDIAN EMPLOYMENT PROBLEMS (ALBUQUERQUE, NEW MEXICO, JULY 10-12, 1968).

DESCRIPTIVE NOTE: 136P.

THE CONFERENCE BROUGHT TOGETHER 250 INDUSTRIALISTS AND MANAGEMENT OFFICIALS, REPRESENTATIVES OF STATE, LOCAL, AND FEDERAL GOVERNMENT AGENCIES, AND LEADERS OF THE MEXICAN AMERICAN AND INDIAN COMMUNITIES. THE PURPOSE OF THE CONFERENCE WAS TO EXPLORE AND OUTLINE ATTEMPTS AT A SOLUTION TO DISCRIMINATION AND UNDER UTILIZATION OF TALENT, AS WELL AS DISCUSS HOW TO PUT DISADVANTAGED MEMBERS OF THE 2 LARGEST MINORITIES IN THE SOUTHWESTERN STATES INTO PRODUCTIVE EMPLOYMENT. EXCERPTS FROM MORE THAN A DOZEN INDIVIDUAL ADDRESSES AND HIGHLIGHTS OF 15 PANEL DISCUSSION SESSIONS WERE INCLUDED IN THE CONFERENCE REPORT. TOPICS DISCUSSED DURING THE CONFERENCE INCLUDED: (1) CREATING NEW PLANTS IN NEW PLACES; (2) SOURCES OF FUNDS FOR TRAINING PROGRAMS; (3) DEVELOPING UNION-INDUSTRY COOPERATION ON MINORITY PROBLEMS; (4) BRINGING VOCATIONAL EDUCATION INTO LINE WITH INDUSTRY'S NEEDS; (5) INDUSTRY'S STAKE IN IMPROVING LOCAL EDUCATION; AND (6) COMMUNICATING WITH THE BARRIO AND THE RESERVATION: THE MYTH AND THE REALITY. (EV)

ACCESSION NUMBER: ED029718

PUBLICATION DATE: 66

TITLE: LANGUAGE.

IDENTIFIER: FINGERPLAYS

DESCRIPTIVE NOTE: 8P.

THIS DOCUMENT DISCUSSES, BRIEFLY, THE IMPORTANCE OF PRESCHOOL LANGUAGE LEARNING AND HOW SUCH LEARNING CAN BE FACILITATED. IN THE MAIN, THE DOCUMENT SETS OUT THREE LISTS FOR TEACHERS CONCERNING LANGUAGE INSTRUCTION TO PRESCHOOLERS. LIST ONE PRESENTS THE "AGE OF ARTICULATORY EFFICIENCY OF 23 CONSONANT SOUNDS." FIVE AGES, FROM 3¬ TO 7¬ YEARS, ARE GIVEN ALONG WITH THE SOUNDS THAT SHOULD BE MASTERED BY THOSE AGES. LIST TWO DELINEATES 17 SOUNDS WHICH SPANISH SPEAKING CHILDREN OFTEN HAVE DIFFICULTY PRODUCING. LIST THREE GIVES 58 FINGERPLAYS FOR PRESCHOOL CHILDREN. (WD)

INSTITUTION NAME: FRESNO CITY UNIFIED SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED029723

PUBLICATION DATE: JUN 69

TITLE: THE RELATIONSHIP BETWEEN SELF-CONCEPT, INTELLECTUAL ABILITY, ACHIEVEMENT, AND MANIFEST ANXIETY AMONG SELECT GROUPS OF SPANISH-SURNAME MIGRANT STUDENTS IN NEW MEXICO.

PERSONAL AUTHOR: GILLMAN, GENEVA B.

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 180P.; DOCTORAL DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL OF THE UNIVERSITY OF NEW MEXICO (ALBUQUERQUE, NEW MEXICO, JUNE 1969)

THE PRIMARY DATA COLLECTED AND ANALYZED IN CONJUNCTION WITH THIS STUDY WERE MEASUREMENTS OF SELF-CONCEPT TAKEN ON A SELECT SAMPLE OF 428 FOURTH- AND SIXTH-GRADE MIGRANT CHILDREN IN NEW MEXICO, 90% OF WHOM WERE SPANISH-SURNAME MIGRANTS. THESE SELF-CONCEPT SCORES WERE CORRELATED WITH SCORES FROM MEASURES OF INTELLIGENCE AND ACHIEVEMENT; THESE FINDINGS WERE CONTRASTED WITH THE FINDINGS OF 2 OTHER STUDIES USING THE SAME INSTRUMENTS AND INVOLVING SIMILAR GROUPS OF EDUCATIONALLY DISADVANTAGED CHILDREN FROM DIFFERENT ETHNIC BACKGROUNDS. CHI-SQUARE, "T" TEST, AND PEARSON CORRELATIONAL TECHNIQUES WERE EMPLOYED IN THE ANALYSIS OF RELEVANT DATA. CONCLUSIONS OF THE STUDY SUGGESTED A TENDENCY TOWARD A POSITIVE CORRELATION OF SELF-CONCEPT WITH OTHER VARIABLES MEASURED. IN ADDITION, IT WAS FOUND THAT THE NEW MEXICO STUDENTS, RESPONDING TO THE INSTRUMENTS USED, GENERALLY HAD LOWER SELF-CONCEPT SCORES, LOWER MEAN GRADE PLACEMENTS, AND RATED LOWER ON THE TOTAL I.Q. INDEX THAN DID WHITE STUDENTS IN A GEORGIA STUDY; BUT, THE NEW MEXICO STUDENTS GENERALLY RATED HIGHER ON THE SAME INSTRUMENTS THAN DID NEGRO STUDENTS PARTICIPATING IN A LOUISIANA STUDY. (EV)

ACCESSION NUMBER: ED029724

PUBLICATION DATE: AUG 68

TITLE: THE MIAMI LINGUISTIC READING PROGRAM, 1965-1968. REPORT.

PERSONAL AUTHOR: DIGNEO, ELLEN HARTNETT, ED.; SHAYA, TILA, ED.

IDENTIFIER: *MIAMI LINGUISTIC READING PROGRAM; NEW MEXICO WESTERN STATES SMALL SCHOOL PROJECT

DESCRIPTIVE NOTE: 22P.

INFORMATION RELATED TO THE IMPLEMENTATION OF THE MIAMI LINGUISTIC READING PROGRAM FOR SPANISH-SPEAKING AND AMERICAN INDIAN CHILDREN IN 6 NEW MEXICO SCHOOL SYSTEMS IS PRESENTED. SCHOOL SYSTEMS UTILIZING AND REPORTING ON THE PROGRAM ARE: (1) THE WEST LAS VEGAS SCHOOL SYSTEM; (2) ANTON CHICO ELEMENTARY SCHOOL IN SANTA ROSA; (3) POJOAQUE VALLEY SCHOOLS; (4) RIVER VIEW ELEMENTARY SCHOOL IN ALBURQUERQUE; (5) WASHINGTON ELEMENTARY SCHOOL IN LAS CRUCES; AND (6) NAVAJO ELEMENTARY SCHOOL IN THE GALLUP-MCKINLEY SCHOOL SYSTEM. TOPICS DISCUSSED IN RELATION TO EACH PROGRAM INCLUDE PROGRAM OBJECTIVES (SUCH AS COMPLETE MASTERY OF ENGLISH AS A SECOND LANGUAGE), INNOVATIONS DEVELOPED, PUPIL AND VISITOR REACTIONS, AND PROGRAM EVALUATION. (EV)

INSTITUTION NAME: NEW MEXICO WESTERN STATES SMALL SCHOOLS PROJECT, SANTA FE.

ACCESSION NUMBER: ED029727

PUBLICATION DATE: SEP 68

TITLE: CHANGES IN THE SPANISH SPEAKING LABOR FORCE OF SAGINAW COUNTY, MICHIGAN.

PERSONAL AUTHOR: LEONARD, OLEN E.

IDENTIFIER: *MICHIGAN; SAGINAW COUNTY

DESCRIPTIVE NOTE: 51P.

THE PURPOSES OF THE STUDY CONDUCTED IN SAGINAW COUNTY, MICHIGAN, WERE TO DETERMINE (1) CHANGES EXPERIENCED BY SPANISH-SPEAKING MIGRANTS, ESPECIALLY MOVES INTO AND OUT OF THE LABOR FORCE; (2) FUTURE CHANGES IN THE AVAILABILITY OF SPANISH-SPEAKING MIGRANTS FOR AGRICULTURAL LABOR; (3) THE SIGNIFICANCE OF MIGRANTS' SETTLING PERMANENTLY IN MICHIGAN; (4) THE EXTENT OF CHANGE TO NON-FARM LABOR; (5) HOW MIGRANT FAMILIES ADJUST TO THEIR NEW ENVIRONMENT; AND (6) HOW ACHIEVEMENTS ARE RELATED TO LENGTH OF TIME IN MICHIGAN. THE INFORMATION OBTAINED BY INTERVIEWING SAMPLE FAMILIES REVEALED THAT: (1) THE RURAL RESIDENTS OF THE AREA WERE RECENT ARRIVALS WHILE THE MORE SUCCESSFUL URBAN DWELLERS WERE MORE PERMANENTLY ATTACHED TO THE AREA; (2) MOST OF THE MIGRANT ADULTS HAD LITTLE DIFFICULTY ADJUSTING TO THEIR NEW ENVIRONMENT EVEN THOUGH THEIR ENGLISH WAS LIMITED; (3) SINCE THEY WERE UNSKILLED WORKERS, THE PARENTS HELD RELATIVELY LOW EDUCATIONAL ASPIRATIONS, BUT ASPIRATIONS WERE AS HIGH AS THE NATIONAL LEVEL FOR THEIR CHILDREN; AND (4) ONCE A MEXICAN AMERICAN FAMILY HAD MOVED INTO A NON-FARM JOB THERE WAS LITTLE DESIRE TO RETURN TO AGRICULTURAL WORK. THE CONCLUSION OF THE STUDY WAS THAT THE CURRENT SUPPLY OF SPANISH-SPEAKING CHILDREN, BOTH URBAN AND RURAL, WILL CONTRIBUTE LITTLE TO FARM LABOR NEEDS IN MICHIGAN. (RH)

INSTITUTION NAME: MISSISSIPPI STATE UNIV., STATE COLLEGE. SOCIAL SCIENCE RESEARCH CENTER.

ACCESSION NUMBER: ED029728

PUBLICATION DATE: 69

TITLE: TEACHERS AND COUNSELORS FOR MEXICAN AMERICAN CHILDREN.

PERSONAL AUTHOR: AINSWORTH, C.L., ED.

DESCRIPTIVE NOTE: 137P.

THE MAIN PROBLEMS CONFRONTING TEACHERS OF MEXICAN AMERICAN CHILDREN ARE THE LANGUAGE AND CULTURAL BARRIERS. MEXICAN AMERICAN CHILDREN ARE OFTEN LIMITED IN COMMUNICATION SKILLS IN BOTH SPANISH AND ENGLISH AND HOLD DIFFERENT VALUES AND LIFE STYLES THAN THE ANGLO AMERICAN TEACHER. THE "LIVE NOW" ATTITUDE, WHICH IS CHARACTERISTIC OF LATIN CULTURES, INSTEAD OF PUTTING OFF GRATIFICATION OF DESIRES THAT IS PART OF THE PROTESTANT ETHIC, FRUSTRATES MANY TEACHERS. TEACHERS, PREFERABLY FROM SPANISH-SPEAKING BACKGROUND, SHOULD BE TRAINED IN BOTH SPANISH AND ENGLISH. HISTORICAL ORIGIN AND BACKGROUND, CULTURAL CHARACTERISTICS AND BASIC VALUES AND ASPIRATIONS OF THE MEXICAN AMERICAN CULTURE, AS WELL AS LINGUISTICS, SHOULD BE INCLUDED IN TEACHER EDUCATION. SCHOOL COUNSELORS, SHOULD POSSESS GUIDANCE SKILLS TO HELP SOLVE MEXICAN AMERICAN STUDENTS' PROBLEMS OF ROLE ACCEPTANCE, SELF-CONCEPT, AND SOCIAL VALUES. FINALLY, IN THE ACCULTURATION OF THE CULTURALLY DISADVANTAGED MEXICAN AMERICAN, A PLURALISTIC GOAL IS DESIRABLE WHICH MAINTAINS THE EXISTENCE AND IDENTITY OF THE MINORITY INSTEAD OF ASSIMILATIONIST AIMS. INCLUDED IS A 75-PAGE BIBLIOGRAPHY. (RH)

INSTITUTION NAME: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., AUSTIN, TEX.; TEXAS TECHNOLOGICAL COLL., LUBBOCK.

ACCESSION NUMBER: ED029746

PUBLICATION DATE: JAN 69

TITLE: EQUALITY OF EDUCATIONAL OPPORTUNITY FOR SPANISH-AMERICAN AND INDIAN STUDENTS IN TWO MULTI-CULTURAL COMMUNITIES: AN EXPLORATORY ASSESSMENT.

PERSONAL AUTHOR: ANDERSON, JAMES G.; SAFAR, DWIGHT

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 35P.; PAPER PREPARED FOR THE UNITED STATES SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION

EDUCATIONAL OPPORTUNITIES AND CURRICULAR PROGRAMS OFFERED BY 2 SCHOOL SYSTEMS SERVING MULTICULTURAL COMMUNITIES IN NEW MEXICO WERE EXAMINED. DIFFERENTIAL PUPIL PERFORMANCE BETWEEN INDIAN, SPANISH AMERICAN AND ANGLO STUDENTS WAS STUDIED BY COMPARING ABILITY TEST SCORES, ACHIEVEMENT TEST SCORES, ATTENDANCE RECORDS, DROP OUT RATES AND POST HIGH SCHOOL PLANS. THESE COMPARISONS WERE MADE AT THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL LEVELS. FINDINGS INDICATED THAT THE PROGRAMS OFFERED BY THE 2 SCHOOL SYSTEMS APPEARED TO BE ILL-SUITED FOR SPANISH AMERICAN AND INDIAN STUDENTS SINCE EVEN THOSE MINORITY CHILDREN WHO BEGAN SCHOOL WITH A COMPARABLE LEVEL OF ABILITY FAILED TO GAIN AS MUCH FROM THEIR SCHOOLING AS THEIR ANGLO PEERS. MOREOVER, A COMPARISON OF ATTENDANCE, DROP OUT RATES AND POST HIGH SCHOOL PLANS AMONG THE 3 ETHNIC GROUPS REVEALED A CUMULATIVE LOSS OF FAITH IN THE SCHOOL AND ITS PROGRAM AMONG STUDENTS FROM THE 2 MINORITY GROUPS. (EV)

ACCESSION NUMBER: ED030342

PUBLICATION DATE: 28 AUG 68

TITLE: B.O.L.D.: BICULTURAL ORIENTATION AND LANGUAGE DEVELOPMENT.

PERSONAL AUTHOR: SPENCER, MARIA GUTIERREZ

IDENTIFIER: NEW MEXICO; SILVER CITY

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE NATIONAL CONVENTION OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE (50TH, SAN ANTONIO, TEXAS, AUGUST 28, 1968)

DESCRIBED, IN DETAIL, IN THIS SPEECH IS THE IMPLEMENTATION OF THE SILVER CITY, NEW MEXICO ELEMENTARY SCHOOL PROGRAM TO STRESS BICULTURAL ORIENTATION AND LINGUISTIC DEVELOPMENT. AFTER BRIEF INTRODUCTORY REMARKS CONCERNING THE IDENTIFICATION OF THE BILINGUAL PROBLEM AND LANGUAGE TEACHER RESPONSIBILITY FOR INITIATING NEW BILINGUAL EDUCATIONAL PROGRAMS, THERE ARE DISCUSSIONS OF (1) PROGRAM PLANNING, (2) THE DEVELOPMENT OF AWARENESS AND SUPPORT AT ADMINISTRATIVE, STAFF, AND COMMUNITY LEVELS, (3) INSTRUCTIONAL AIDS AND MATERIALS, AND (4) PROGRAM DESIGN. REPRODUCED FOR REFERENCE IS A MEMO FROM THE SPANISH TEACHERS DESIGNED TO ENLIST THE SUPPORT OF THEIR FELLOW-TEACHERS BY MAKING THEM COGNIZANT OF THE BILINGUAL INSTRUCTION RATIONALE. (AF)

INSTITUTION NAME: AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGESE.

ACCESSION NUMBER: ED030345

PUBLICATION DATE: FEB 69

TITLE: TEACHING CULTURE THROUGH READING.

PERSONAL AUTHOR: MILLER, VIRGIL

DESCRIPTIVE NOTE: 5P.; PAPER PRESENTED AT THE SOUTHERN CONFERENCE ON LANGUAGE TEACHING (5TH, ATLANTA, GEORGIA, FEBRUARY 13-15, 1969)

GUIDELINES FOR DEVELOPING CROSS-CULTURAL AWARENESS AND UNDERSTANDING IN HIGH SCHOOL STUDENTS STUDYING A SECOND LANGUAGE ARE OFFERED TO TEACHERS OF ALL LANGUAGES, BUT MORE DETAILED REFERENCES ARE SUPPLIED FOR THE TEACHER OF SPANISH. SUGGESTIONS INCLUDE TEACHING THE FAMILIAR FIRST, PRESENTING A WELL-ROUNDED VIEW OF THE TARGET CULTURE, BALANCING THE EXOTIC WITH THE EVERYDAY ASPECTS, STRESSING CULTURAL AND INTRINSIC WORTH, READING WORTHWHILE CULTURAL MATERIALS IN ENGLISH, AND PROVIDING INTENSIVE READING EXPERIENCES OF A WIDE RANGE OF MATERIALS BOTH IN THE CLASSROOM AND AT HOME. A NUMBER OF APPROPRIATE MATERIALS ARE MENTIONED. (AF)

INSTITUTION NAME: SOUTHERN CONFERENCE ON LANGUAGE TEACHING, ATLANTA, GA.

ACCESSION NUMBER: ED030473

PUBLICATION DATE: JAN 69

TITLE: THE COMPARATIVE EFFICACIES OF SPANISH, ENGLISH AND BILINGUAL COGNITIVE VERBAL INSTRUCTION WITH MEXICAN-AMERICAN HEAD START CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: BARCLAY, LISA FRANCES KURCZ

IDENTIFIER: BARCLAY TEST; *HEAD START; ITPA; PEABODY PICTURE VOCABULARY TEST; PPVT; TEMPLIN DARLEY TEST OF ARTICULATION; VANCE LANGUAGE SKILLS TEST

DESCRIPTIVE NOTE: 304P.

SIXTY-SEVEN MEXICAN-AMERICAN CHILDREN WERE ADMINISTERED A SPECIAL 7-WEEK HEAD START LANGUAGE TRAINING PROGRAM DURING THE SUMMER OF 1967. THREE BASIC TREATMENTS WERE USED, AND THERE WAS A CONTROL GROUP. TWO TEACHERS WERE USED, THUS RAISING THE NUMBER OF GROUPS TO EIGHT. THE THREE BASIC TREATMENTS INVOLVED A STRUCTURED ENGLISH LANGUAGE TRAINING PROGRAM; IN ONE GROUP, SPANISH WAS THE LANGUAGE OF INSTRUCTION; IN A SECOND GROUP, ENGLISH WAS THE INSTRUCTIONAL LANGUAGE; AND IN THE THIRD, BOTH LANGUAGES WERE USED. THE CONTROL GROUPS RECEIVED THE USUAL PRESCHOOL ART AND MUSIC ACTIVITIES. TESTS WERE ADMINISTERED AT THE BEGINNING OF THE PROGRAM, AT THE END, AND THE NEXT SPRING. IT WAS FOUND THAT (1) SINCE THE GROUPS WERE INITIALLY OF VARYING ABILITY, FINAL DIFFERENCES IN PERFORMANCE COULD HAVE BEEN DUE TO THIS INITIAL DIFFERENCE; (2) THE TEACHER FACTOR, SEX FACTOR, AND AGE FACTOR CONTRIBUTED NOTHING TO THE RESULTS; (3) THE STRUCTURED LANGUAGE TREATMENTS DID NOT PRODUCE BETTER SCORES THAN THE CONTROL TREATMENT; AND (4) THE BILINGUAL TREATMENT WAS NOT SIGNIFICANTLY SUPERIOR TO THE SPANISH OR ENGLISH TREATMENT. (WD)

INSTITUTION NAME: NEW HAVEN UNIFIED SCHOOL DISTRICT, UNION CITY, CALIF.

ACCESSION NUMBER: ED030505

PUBLICATION DATE: 69

TITLE: BILINGUAL EDUCATION--A LOOK AHEAD.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DESCRIPTIVE NOTE: 5P.

BILINGUALISM IS DEFINED AS THE ABILITY OF A PERSON TO FUNCTION WELL IN ALL SKILLS OF 2 LANGUAGES AND UNDERSTAND AND ACCEPT THE CULTURES OF BOTH LANGUAGES, THUS BEING A CONTRIBUTING MEMBER OF HIS SOCIETY. BILINGUAL TEACHING MEANS CONCURRENT USE OF 2 LANGUAGES AS A MEDIA OF INSTRUCTION IN ANY OR ALL OF THE SCHOOL CURRICULUM EXCEPT THE ACTUAL STUDY OF THE LANGUAGES THEMSELVES. OBJECTIVES OF A BILINGUAL PROGRAM INCLUDE (1) ACHIEVING SATISFACTORY LEARNING IN ALL SUBJECTS, (2) DEVELOPING PROFICIENCY IN THE SKILLS OF BOTH ENGLISH AND SPANISH, AND (3) GIVING THE CHILD PERSONAL ADJUSTMENT IN THE ENVIRONMENT OF HIS 2 CULTURES. THE 3 PROBLEMS WHICH HAMPER THE RAPID DEVELOPMENT OF BILINGUAL EDUCATION ARE (1) LEGAL OBSTACLES, (2) LACK OF MATERIALS, AND (3) LACK OF QUALIFIED TEACHERS. IT IS ESTIMATED THAT BY 1970, 100,000 BILINGUAL TEACHERS WILL BE NEEDED TO MEET THE DIMENSIONS OF A BILINGUAL EDUCATION PROGRAM. VARIOUS STATISTICS ARE GIVEN THROUGHOUT THE DOCUMENT. (CM)

ACCESSION NUMBER: ED030506

PUBLICATION DATE: 31 OCT 68

TITLE: UNDERSTANDING AND WORKING WITH THE POWER STRUCTURE IN THE MEXICAN-AMERICAN COMMUNITY.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DESCRIPTIVE NOTE: 10P.; SPEECH GIVEN BEFORE THE NATIONAL ACADEMY FOR SCHOOL EXECUTIVES, KANSAS CITY, MISSOURI, OCTOBER 31, 1968.

THE MEXICAN AMERICAN POPULATION AT THE PRESENT TIME IS APPROXIMATELY 4¬ MILLION, OF WHICH 80% ARE URBAN DWELLERS. FOR THE CITY SCHOOLS THIS SITUATION POSES DIFFICULT PROBLEMS WHICH HAVE REMAINED MOSTLY UNSOLVED, AS EVIDENCED BY THE HIGH RATE OF MEXICAN AMERICAN DROPOUTS FROM HIGH SCHOOLS. SINCE THE EDUCATIONAL SYSTEM HAS FAILED THE MEXICAN AMERICAN, EDUCATORS SHOULD SEEK HELP FROM THE COMMUNITY POWER STRUCTURE IN ORDER TO INVOLVE THE COMMUNITY IN IMPROVING EDUCATION. HOWEVER, LOCAL LEADERS SHOULD BE IDENTIFIED BY THE MEXICAN AMERICAN COMMUNITY AND NOT BY THE ANGLO COMMUNITY. MEXICAN AMERICANS ARE DETERMINED TO MAKE SIGNIFICANT CHANGES IN THE EDUCATIONAL PROCESS OF THE BILINGUAL-BICULTURAL STUDENT, AND EDUCATORS MUST EITHER MEET THE CHALLENGE, OR BE INUNDATED BY IT. (RH)

ACCESSION NUMBER: ED030507

PUBLICATION DATE: 68

TITLE: THE MEXICAN-AMERICAN AND HIGHER EDUCATION.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DESCRIPTIVE NOTE: 7P.

THE EDUCATIONAL PICTURE OF THE MEXICAN AMERICAN IS SERIOUSLY IMPAIRED BY THE LACK OF MEXICAN AMERICANS IN SCHOOLS OF HIGHER EDUCATION. THE HIGH SCHOOL GRADUATE HAS HAD HIS CULTURAL VALUES AND LANGUAGE ASSAILED BY THE DOMINANT ANGLO CULTURE. PSYCHOLOGICALLY SCARRED, HE IS FACED WITH OTHER IMPEDIMENTS TO PERSONAL AND EDUCATIONAL ACHIEVEMENT. HE IS CONFRONTED WITH WEAK COUNSELING PROGRAMS, INADEQUATE STUDY HABITS, CULTURE AND VALUE CONFLICT, LACK OF ADEQUATE GUIDANCE AND ENCOURAGEMENT, THE ISOLATION ENCOUNTERED IN THE EDUCATIONAL ENVIRONMENT, AND PARTIAL REJECTION BY HIS PARENTAL GROUP, PEER GROUP, AND COMMUNITY. THE MEXICAN AMERICAN STUDENT IN HIGHER EDUCATION NEEDS INTENSIFIED COUNSELING TO EASE PERSONAL CONFLICTS AND TO OVERCOME A FEAR OF THE NEW LEARNING EXPERIENCE. HE ALSO NEEDS GUIDANCE AND DIRECTION IN THE TRANSITION FROM FAMILY ORIENTATION TO SELF ORIENTATION. SEVERAL STATISTICS ARE INCLUDED. (CM)

ACCESSION NUMBER: ED030508

PUBLICATION DATE: 69

TITLE: THE MEXICAN-AMERICAN AND HIS LANGUAGE.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DESCRIPTIVE NOTE: 8P.

THE NEED FOR MEXICAN AMERICAN STUDENTS TO BECOME FLUENT IN SPANISH AS WELL AS PROFICIENT IN ENGLISH HAS BECOME OF PRIME IMPORTANCE IN THE SOUTHWEST. THERE ARE SEVERAL SUBSTANTIAL REASONS WHY IT IS IMPERATIVE THAT MEXICAN AMERICAN YOUNGSTERS BECOME FLUENT IN SPANISH. THE STUDENT'S CAPABILITIES IN SPANISH WILL BE IMPORTANT IN HIS SEARCH FOR A SELF-IMAGE. LANGUAGE FLUENCY WILL STRENGTHEN HIS RETENTION OF HIS CULTURAL HERITAGE. THE COMMUNICATION LEVEL WHICH HE MUST ACHIEVE IN SCHOOL, HOME, EMPLOYMENT, AND SOCIAL RELATIONS WILL BE STRENGTHENED. OUR NATION WILL HAVE CONSERVED AND USED A VALUABLE HUMAN RESOURCE. THE IMAGE OF THE UNITED STATES AS A NATION WITH A COMMITMENT TO RECOGNITION AND CONCERN FOR THE RICHNESS OF DIFFERENCES IN PEOPLE--NOT JUST RACIAL BUT LINGUISTIC AND CULTURAL--WILL BE REINFORCED. PRIOR TO ACHIEVING ANY OF THE ABOVE, THE MEXICAN AMERICAN MUST RECOGNIZE THE VALUES OF FLUENCY OF SPANISH, FOLLOWED QUICKLY BY ACCEPTANCE AND USE OF THIS LANGUAGE BY THE ANGLO. (CM)

ACCESSION NUMBER: ED030509

PUBLICATION DATE: 9 JUN 68

TITLE: MEXICAN-AMERICAN EDUCATION: AN OVERVIEW.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DESCRIPTIVE NOTE: 9P.; SPEECH GIVEN AT WORKSHOP TO DEVELOP HUMAN RESOURCES AMONG MEXICAN-AMERICAN TEACHERS IN THE DENVER METROPOLITAN AREA, DENVER, COLORADO, JUNE 9-10. 1968.

MEXICAN AMERICAN EDUCATION IN THE SOUTHWEST HAS SHOWN A RISING DETERMINATION ON THE PART OF EDUCATORS TO IMPLEMENT PROGRAMS DESIGNED TO EFFECTIVELY MEET THE EDUCATIONAL NEEDS OF BILINGUAL-BICULTURAL STUDENTS. THE MOST IMPORTANT POTENTIAL IS THE BILINGUAL EDUCATION ACT, TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. THIS ACT PROVIDES THE CHILD THE OPPORTUNITY TO LEARN IN HIS MOTHER TONGUE AND LEARN ENGLISH AS A SECOND LANGUAGE. BY CHANGING PRIORITIES IN PRESENT PROGRAMS, TITLE I AND TITLE III ESEA FUNDS CAN BE USED TO SUPPORT BILINGUAL EDUCATION PROGRAMS. (CM)

ACCESSION NUMBER: ED030510

PUBLICATION DATE: 23 AUG 68

TITLE: URBAN EDUCATION AND THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DESCRIPTIVE NOTE: 9P.; SPEECH GIVEN AT FORD FOUNDATION LEADERSHIP SEMINAR, ALBUQUERQUE, NEW MEXICO, AUGUST 23, 1968

WITH 90% OF ABOUT 4.7 MILLION MEXICAN AMERICANS LIVING IN THE 5 SOUTHWEST STATES AND 80% OF THESE LIVING IN AN URBAN ENVIRONMENT, MEXICAN AMERICAN STUDENTS FACE SEVERAL EDUCATIONAL PROBLEMS IN THE URBAN SETTING, INCLUDING HIGH DROPOUT RATE, LOW EDUCATIONAL ACHIEVEMENT, AND INEFFECTIVE INSTITUTIONS. SCHOOLS FAIL TO RECOGNIZE THE CULTURAL RICHNESS OF THE STUDENT'S BILINGUALISM WHICH CAN BE MADE A POSITIVE FORCE HELPING TO RETAIN PERSONAL IDENTITY AND SELF-ESTEEM. POSSIBLE SOLUTIONS LIE IN THE AREAS OF TEACHER AND ADMINISTRATOR TRAINING, FOCUSING ON IN-SERVICE CURRICULUM, PRE-SERVICE CURRICULUM, RECRUITMENT AND RETENTION OF TEACHER CANDIDATES, AND SCHOLARSHIPS AND AID PROGRAMS. BY DEVELOPING RELEVANT CURRICULUM AND MATERIALS THROUGH REDIRECTING AVAILABLE FEDERAL FUNDS AND THROUGH THE COMMUNITY AND SCHOOL WORKING TOGETHER, THE PROBLEMS OF MEXICAN AMERICAN STUDENTS IN AN URBAN ENVIRONMENT CAN BE MET. SEVERAL STATISTICS ARE INCLUDED. (CM)

ACCESSION NUMBER: ED030511

PUBLICATION DATE: 68

TITLE: COURSE OF STUDY; ALTUS LINGUISTIC LABORATORY ALTUS INDEPENDENT SCHOOL DISTRICT 18, ALTUS, OKLAHOMA, 1968.

IDENTIFIER: *ALTUS OKLAHOMA LINGUISTIC LABORATORY

DESCRIPTIVE NOTE: 153P.

A COURSE OF STUDY IN THE TEACHING OF ENGLISH TO SPANISH-SPEAKING MIGRANT CHILDREN AT ELEMENTARY LEVEL WAS DEVELOPED AND PUT INTO USE DURING THE 1967-68 SCHOOL YEAR BY THE ALTUS PUBLIC SCHOOLS MIGRANT LINGUISTIC LABORATORY IN OKLAHOMA. THIS COURSE OF STUDY WAS DESIGNED TO INCLUDE AN ORAL ENGLISH EMPHASIS, WITHOUT DESTROYING PRIDE IN THE MOTHER TONGUE AND CULTURE. APPROXIMATELY 200 MIGRANT CHILDREN ATTENDING SCHOOL IN THE ALTUS INDEPENDENT SCHOOL DISTRICT WERE TAUGHT UNDER THE PROGRAM DURING THE 1967-68 SCHOOL YEAR. BY THE THIRD WEEK OF SCHOOL THE PROGRAM WAS DIVIDED INTO 3 CLASSROOM COMPONENTS: AN AUDIO-VISUAL ROOM, AN ELECTRONICS LABORATORY, AND A CONFERENCE ROOM. EACH CHILD HAD AN OPPORTUNITY TO BE IN EACH OF THE 3 CLASSES EACH WEEK. APPROXIMATELY 100 RECORDS, FILMS, AND TAPES WERE UTILIZED IN CONJUNCTION WITH THE PROGRAM. THE COURSE OF STUDY INCLUDES A SCHEDULE OF ACTIVITIES FOR 36 SEPARATE WEEKLY UNITS. (EV)

INSTITUTION NAME: OKLAHOMA STATE DEPT. OF EDUCATION, OKLAHOMA CITY.

ACCESSION NUMBER: ED030516

PUBLICATION DATE: 66

TITLE: LA RAZA: FORGOTTEN AMERICANS.

PERSONAL AUTHOR: SAMORA, JULIAN, ED.

IDENTIFIER: LA RAZA; *SOUTHWEST

DESCRIPTIVE NOTE: 234P.

AN EFFORT TO ASSESS THE STATUS OF THE MORE THAN 4 MILLION SPANISH-SPEAKING AMERICANS (LA RAZA) IN THE SOUTHWESTERN 5-STATE AREA OF CALIFORNIA, TEXAS, NEW MEXICO, ARIZONA, AND COLORADO RESULTED IN THIS COLLECTION OF PAPERS. THE HISTORICAL PERSPECTIVE OF THE POSITIVE FACTORS IN THE DEVELOPMENT AND PERSISTENCE OF THE SPANISH LANGUAGE IS EXAMINED. THE EFFORT MADE BY BOTH CATHOLIC AND PROTESTANT DENOMINATIONS TO MEET SPIRITUAL AND SOCIOECONOMIC NEEDS OF THE SPANISH-SPEAKING POPULATION IS POINTED OUT. ALSO STUDIED IS THE ROLE OF POLITICS AS A SOCIAL INSTRUMENT FOR IMPROVEMENT AND AS A SHIELD AGAINST ABUSES, EXPLOITATION, AND ENCROACHMENTS BY THE DOMINANT SOCIETY. PROBLEMS OF PREDOMINATELY MEXICAN AMERICAN MIGRANT WORKERS BECAUSE OF THE LACK OF APPLICABLE LABOR LEGISLATION ARE EXAMINED. THE SOCIAL PREJUDICE IN AREAS OF EDUCATION, EMPLOYMENT, HOUSING, LAW ENFORCEMENT, AND JURY SERVICE ENCOUNTERED BY SPANISH-SPEAKING PEOPLE ARE INDICATED AND RELATED TO PROGRAMS IN PROGRESS TO IMPROVE THEIR SITUATION. EMPHASIS IS PLACED ON THE HETEROGENEITY OF THE GROUP WHICH ACCOUNTS FOR THEIR INABILITY TO ACQUIRE REPRESENTATION IN POLITICAL, ECONOMIC, AND SOCIAL LIFE. THE ACCULTURATION PATTERN OF MEXICAN AMERICANS IS DESCRIBED AND DEMOGRAPHIC CHARACTERISTICS ARE GIVEN. (CM)

AVAILABILITY: UNIVERSITY OF NOTRE DAME PRESS, NOTRE DAME, INDIANA 46556 ($6.00)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED030517

PUBLICATION DATE: 68

TITLE: DISADVANTAGED MEXICAN AMERICAN CHILDREN AND EARLY EDUCATIONAL EXPERIENCE.

PERSONAL AUTHOR: BRUSSELL, CHARLES B.

IDENTIFIER: SOUTHWEST; *TEXAS

DESCRIPTIVE NOTE: 104P.

A SYNTHESIS OF LITERATURE ON THE MEXICAN AMERICANS OF TEXAS AND THE SOUTHWEST PROVIDES AN OVERVIEW OF THE GENERAL RESEARCH FINDINGS. THE VOLUME IS INTENDED AS A RESOURCE FOR TEACHERS AND OTHERS WHO WORK WITH MEXICAN AMERICAN CHILDREN. PART 1 IS A CONCISE HISTORY OF THE POPULATION. PART II PRESENTS A SYNTHESIS OF CURRENT LITERATURE ON THE SOCIAL CHARACTERISTICS OF THE MEXICAN AMERICAN. PART III IDENTIFIES PROBLEMS IN THE EDUCATION OF SPANISH-SPEAKING CHILDREN. PART IV PRESENTS A RATIONALE FOR EARLY CHILDHOOD EDUCATION PROGRAMS AS A PARTIAL SOLUTION TO THE PROBLEMS OF EDUCATING A DISADVANTAGED POPULATION. PART V GIVES BRIEF DESCRIPTIONS OF A NUMBER OF CURRENT PROJECTS DEALING WITH THE EDUCATIONALLY DISADVANTAGED SECTOR OF THE MEXICAN AMERICAN POPULATION. PART VI IS A SUMMARY OF THE MAJOR IDEAS PRESENTED IN EACH SECTION. THE APPENDICES CONTAIN AN EXTENSIVE BIBLIOGRAPHY FOR EACH OF THE FIRST 5 SECTIONS. (DK)

INSTITUTION NAME: SOUTHWEST EDUCATIONAL DEVELOPMENT CORP., AUSTIN, TEX.

ACCESSION NUMBER: ED030521

PUBLICATION DATE: JUL 69

TITLE: MEXICAN-AMERICAN STUDENTS IN A METROPOLITAN CONTEXT: FACTORS AFFECTING THE SOCIAL-EMOTIONAL CLIMATE OF THE CLASSROOM.

PERSONAL AUTHOR: ANDERSON, JAMES G.; AND OTHERS

IDENTIFIER: *EL PASO; MINNESOTA TEACHER ATTITUDE INVENTORY; TEXAS

DESCRIPTIVE NOTE: 104P.

THE STUDY WAS UNDERTAKEN TO SYSTEMATICALLY EXPLORE SOME OF THE SOCIAL MECHANISMS WITHIN CLASSROOMS THAT MEDIATE EDUCATIONAL EFFECTS OF SCHOOLS FOR MEXICAN AMERICANS IN A METROPOLITAN CONTEXT. SEVENTY-TWO TEACHERS FROM 9 SCHOOLS IN 3 DISTINCT ECOLOGICAL AREAS IN EL PASO, TEXAS, WERE ASKED TO COMPLETE A QUESTIONNAIRE AND THE MINNESOTA TEACHER ATTITUDE INVENTORY IN ORDER TO LEARN ABOUT THEIR ACADEMIC BACKGROUNDS, EXPERIENCE, INSTRUCTIONAL PRACTICES, AND ATTITUDES TOWARD SPECIAL PROGRAMS FOR MEXICAN AMERICAN STUDENTS. THE INSTRUCTIONAL PROCESS WAS ANALYZED BY OBSERVING AND RECORDING CLASSROOM BEHAVIOR. ALL OF THE CLASSROOMS STUDIED WERE FOUND TO BE HIGHLY TEACHER-DOMINATED WITH LITTLE STUDENT-INITIALED DISCUSSION. HOWEVER, DIFFERENCES IN TEACHERS' ATTITUDES AND CLASSROOM APPROACHES WERE APPARENT AT ALL GRADE LEVELS AND IN ALL 3 AREAS. THESE INCLUDED AFFECTIVE RELATIONS WITH STUDENTS, DIRECTNESS IN THE CLASSROOM, AND AMOUNT OF EMPATHY FOR SPANISH-SPEAKING STUDENTS. THE FINDINGS INDICATED THAT THE 2 FACTORS WHICH PROFOUNDLY AFFECTED TEACHER-STUDENT RELATIONSHIPS IN CLASSROOMS WERE THE PROFESSIONAL TRAINING OF THE TEACHER AND THE PECULIAR CHARACTERISTICS OF THE SCHOOL'S STUDENT BODY. TABLES AND FIGURES ARE INCLUDED. (CM)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK.

ACCESSION NUMBER: ED030522

PUBLICATION DATE: MAY 69

TITLE: CONFLICTS OF CULTURAL TRANSITION: A REVIEW OF DILEMMAS FACED BY THE MEXICAN FARM WORKER AND HIS FAMILY.

PERSONAL AUTHOR: BARNES, ROBERT F.

IDENTIFIER: CALIFORNIA

DESCRIPTIVE NOTE: 29P.

EFFORT IS MADE TO EXPLAIN SOME OF THE DIFFICULTIES MEXICAN IMMIGRANT FAMILIES FACE IN BECOMING ACCULTURATED. MEXICAN TRADITIONS AND CUSTOMS, AND CHANGES ENCOUNTERED IN THE UNITED STATES ARE REVIEWED INDICATING THE EFFECT OF MIGRATION ON THE FAMILY UNIT. DISCUSSION INCLUDES FAMILY LIFE IN MEXICO WITH EMPHASIS ON THE STATUS OF MEXICAN WOMEN, FAMILY LIFE IN A DIFFERENT CULTURE, THE MEXICAN IN U.S. AND CALIFORNIA AGRICULTURE, THE CALIFORNIA FARM LABOR SITUATION, AND LEGISLATION AFFECTING THE FARM WORKER. EMPLOYMENT OPPORTUNITIES, HEALTH AND WELFARE SERVICES, FRINGE BENEFITS, AND HOUSING ARE TOPICS CONSIDERED IN PRESENTING PRESENT AND FUTURE NEEDS OF CALIFORNIA'S FARM WORKERS. EDUCATIONAL PROBLEMS AND EDUCATIONAL NEEDS OF THE MEXICAN AMERICAN ARE POINTED OUT IN CONCLUDING SECTIONS. (SW)

INSTITUTION NAME: CALIFORNIA UNIV., DAVIS. DEPT. OF APPLIED BEHAVIORAL SCIENCES.

ACCESSION NUMBER: ED030532

PUBLICATION DATE: MAY 69

TITLE: THE INVISIBLE STUDENT: A LONGITUDINAL STUDY OF THE BEGINNING FRESHMAN CLASS OF 1963 AT THE UNIVERSITY OF NEW MEXICO.

PERSONAL AUTHOR: WINTHER, SVEN F.; AND OTHERS

IDENTIFIER: *UNIVERSITY OF NEW MEXICO

DESCRIPTIVE NOTE: 70P.

THE 1963 FRESHMAN CLASS AT THE UNIVERSITY OF NEW MEXICO WAS STUDIED THROUGH JUNE, 1968, FOR PERFORMANCE PATTERNS IN RELATION TO OVERALL PERFORMANCE, HIGH SCHOOL GRADE-POINT AVERAGE, MALE-FEMALE, SPANISH SURNAMES AND NON-SPANISH SURNAMES. IN ADDITION TO UNIVERSITY FURNISHED DATA, QUESTIONNAIRES WERE SUBMITTED TO A STRATIFIED RANDOM SAMPLE OF APPROXIMATELY 25% OF THE ENTIRE CLASS. THE FINAL STATUS OF THE ENTERING CLASS OF 1963 AS OF MID-JUNE 1968 WAS 46.9% DROPOUTS FROM UNIVERSITY COLLEGE, 15.2% FROM DEGREE COLLEGES, 7.8% CURRENTLY ENROLLED, AND 30.1% GRADUATED. IT WAS FOUND THAT HIGH SCHOOL GRADE-POINT AVERAGE WAS RELATED TO LENGTH OF STAY AT THE UNIVERSITY; THAT MALES AND FEMALES PERFORMED SUBSTANTIALLY THE SAME WITH REFERENCE TO STAYING OR DROPPING OUT OF THE UNIVERSITY; AND THAT OVERALL, THE SPANISH AMERICAN GROUP INITIALLY DID NOT PERFORM AS WELL AND HAD POORER GRADE-POINT AVERAGE IN UNIVERSITY COLLEGE. HOWEVER, NO NOTEWORTHY DIFFERENCE WAS FOUND IN GRADE-POINT BETWEEN SPANISH AMERICANS AND OTHERS DURING LATER SEMESTERS AND THE DROPOUT RATE WAS LOWER OR ABOUT THE SAME FOR SPANISH AMERICANS IN EVERY SEMESTER AFTER THE FIRST. ALL RECOMMENDATIONS INDICATED A GREATER NEED FOR OFFICIAL CONTACT WITH STUDENTS, WHETHER ENROLLED, WITHDRAWING, OR UNDER ACADEMIC SUSPENSION. A COPY OF THE QUESTIONNAIRE APPEARS IN THE APPENDIX. (CM)

INSTITUTION NAME: NEW MEXICO UNIV., ALBUQUERQUE.

ACCESSION NUMBER: ED030550

PUBLICATION DATE: MAY 69

TITLE: SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS.

PERSONAL AUTHOR: KEITH, MARY T.

DESCRIPTIVE NOTE: 22P.; PAPER PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE, KANSAS CITY, MO., APR. 30-MAY 3, 1969

THE SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS IS AN ESEA/TITLE III PROGRAM WHICH EMPHASIZES UNDERSTANDING AND APPRECIATING THE SPANISH, MEXICAN, ANGLO HERITAGE OF THE MESILIA VALLEY AND SOUTHWESTERN NEW MEXICO, DISCOVERING THE STRUCTURE OF THE LANGUAGE, RECOGNIZING HOW LEARNING OCCURS, IDENTIFYING THE METHODOLOGY AND STRATEGY NEEDED TO CREATE THE BEST LEARNING CLIMATE, AND EXPLORING WAYS OF EXPANDING THE LEARNING ENVIRONMENT INTO THE HOME AND COMMUNITY. THIS 12-MONTH PROGRAM INCLUDES 200 INSTRUCTIONAL DAYS AND SHORT VACATION PERIODS. TEACHERS AND PUPILS REMAIN TOGETHER FROM KINDERGARTEN THROUGH GRADE 3, AND ADVANCEMENT IS CONTINUOUS AND NONGRADED. THE LANGUAGE EXPERIENCE APPROACH TO READING IS INCORPORATED IN THE CULTURALLY CENTERED CURRICULUM. BILINGUAL INSTRUCTIONAL AIDES ASSIST THE MASTER TEACHERS, AND PARENT PARTICIPATION IS ENCOURAGED. STATISTICAL DATA FOR THE PROJECT'S FIRST YEAR (1966-67), COMPARING PROGRAM CHILDREN WITH CONTROL GROUPS ON THE CALIFORNIA TEST OF MENTAL MATURITY, THE METROPOLITAN READING READINESS TEST, AND OTHER MEASURES, INDICATE THAT DUAL LANGUAGE INSTRUCTION ENHANCED SCHOOL ACHIEVEMENT. TABLES AND REFERENCES ARE INCLUDED. (CM)

ACCESSION NUMBER: ED030841

PUBLICATION DATE: JAN 67

TITLE: THE DEVELOPMENT OF A PHONEMIC ANALYSIS FOR AN ORAL ENGLISH PROFICIENCY TEST FOR SPANISH-SPEAKING SCHOOL BEGINNERS.

PERSONAL AUTHOR: JAMESON, GLORIA RUTH

IDENTIFIER: *ORAL ENGLISH LANGUAGE PROFICIENCY TEST I; SAN ANTONIO TEXAS

DESCRIPTIVE NOTE: 187P.; PH.D. DISSERTATION, UNIVERSITY OF TEXAS, AUSTIN, JANUARY, 1967.

THE MAJOR OBJECTIVES OF THE RESEARCH REPORTED HERE WERE: TO DEVELOP A PHONOLOGICAL ANALYSIS TO BE USED IN DETERMINING THE BASIC LANGUAGE PROBLEMS OF DISADVANTAGED SPANISH-SPEAKING CHILDREN; TO DEVELOP AN EFFECTIVE TEST FOR ASSESSING THE ORAL ENGLISH OF THESE CHILDREN THAT COULD BE USED BY A CLASSROOM TEACHER AFTER ONLY A BRIEF TRAINING PERIOD; AND TO DEVELOP A TEST TO MEASURE A CHILD'S PROGRESS IN ORAL ENGLISH THROUGH ELEMENTARY SCHOOL. TO ACHIEVE THESE OBJECTIVES: (1) LITERATURE IN THE FIELD OF ENGLISH TESTS FOR NON-NATIVE SPEAKERS WAS REVIEWED (CHAPTER II), AND AN OUTLINE CONTRASTIVE ANALYSIS OF ENGLISH AND SPANISH WAS WRITTEN (CHAPTER III). (2) THREE REVISIONS OF A PHONOLOGICAL ANALYSIS OF ORAL ENGLISH WERE DEVELOPED AND TESTED WITH GROUPS OF 48, 43, AND 157 PUPILS. THE FINDINGS OF THE TEST ARE DISCUSSED (CHAPTER IV) WITH RECOMMENDATIONS FOR CHANGES. (3) ANTICIPATED PHONOLOGICAL DIFFICULTIES FOR THE NATIVE SPANISH-SPEAKER AND DIFFICULTIES REPORTED BY THE TEACHERS OF SPANISH-SPEAKING CHILDREN WERE COMPARED WITH THE FINDINGS OF THE ABOVE DETAILED ANALYSIS, WITH CONFIRMATION OR VARIATIONS REPORTED. (4) A SUMMARY WAS PREPARED OF THE FINDINGS OF THE PHONOLOGICAL ANALYSIS, WITH A REVIEW OF THE VARIATIONS IN SCORING WHEN THE SAME CHILDREN WERE MARKED BY DIFFERENT TEACHERS (CHAPTER V). IT IS CONCLUDED THAT THE PHONEMIC ANALYSIS TEST CAN TEST ORAL ENGLISH ABILITY WITH A RELIABILITY OF 85 PERCENT OR BETTER. (SEE ALSO AL 000 982). (JD)

AVAILABILITY: LEARNING DISABILITY CENTER, 604 WEST 24TH STREET, UNIVERSITY OF TEXAS AT AUSTIN, TEXAS 78705 ($3.50 PLUS $0.50 POSTAGE).

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED030842

PUBLICATION DATE: JAN 67

TITLE: A STUDY OF LEVELS OF FLUENCY AND PROFICIENCY IN ORAL ENGLISH OF SPANISH-SPEAKING SCHOOL BEGINNERS.

PERSONAL AUTHOR: OTT, ELIZABETH HAYNES

IDENTIFIER: ORAL ENGLISH LANGUAGE PROFICIENCY TEST II; OTT JAMESON TEST; SAN ANTONIO TEXAS INDEPENDENT SCHOOL DISTRICT

DESCRIPTIVE NOTE: 169P.; PH.D. DISSERTATION, UNIVERSITY OF TEXAS, AUSTIN, JANUARY 1967.

A COMPARISON WAS MADE BETWEEN DISADVANTAGED, SPANISH-SPEAKING ELEMENTARY SCHOOL PUPILS TAUGHT SCIENCE IN ENGLISH BY THE ORAL/AURAL (OAE) METHOD AND THOSE TAUGHT THE SAME SCIENCE CONTENT IN ENGLISH WITH NON-ORAL/AURAL (NOA) INSTRUCTION. BOTH THE OTT-JAMESON TEST OF INDIVIDUAL ORAL EXPRESSION AND A GROUP, PENCIL AND PAPER TEST OF RESPONSES TO SPOKEN ENGLISH WERE ADMINISTERED TO 58 PUPILS IN SEPTEMBER, 1965 (PRE-TEST) AND MAY, 1966 (POST-TEST). IT WAS FOUND THAT INSTRUCTION USING NON-AURAL/ORAL TECHNIQUES AND A RICH CONTENT, SUCH AS THAT PROVIDED IN THE "AAS: SCIENCE, A PROCESS APPROACH," IS AS EFFECTIVE AS INTENSIVE LANGUAGE INSTRUCTION USING ORAL/AURAL TECHNIQUES IN DEVELOPING COMPETENCY IN HEARING AND UNDERSTANDING ENGLISH VOCABULARY AND DIFFERENTIATING CONTRASTIVE PHONOLOGY AND GRAMMAR. THE HIGHLY SIGNIFICANT GAINS OF PUPILS IN THE OAE GROUP IN THE PRODUCTION OF SPOKEN ENGLISH, HOWEVER, SUBSTANTIATES THE NEED FOR AUDIO-LINGUAL TECHNIQUES IN TEACHING ENGLISH AS A SECOND LANGUAGE, ESPECIALLY TO PROVIDE A RAPID COMMAND OF SPOKEN ENGLISH. IT IS RECOMMENDED THAT "THE BENEFIT OF ORAL/AURAL TECHNIQUES BE COMBINED WITH CONTENT DRAWN FROM SCIENCE, SOCIAL STUDIES, MATHEMATICS AND LITERATURE TO PRODUCE A LANGUAGE INSTRUCTIONAL PROGRAM BASED ON MEANINGFUL EXPERIENCES." FURTHER RESEARCH AND TESTING ARE NEEDED IN USING CONTENT TO TEACH LANGUAGE SKILLS, AS IS A STANDARDIZED SCALE FOR LANGUAGE COMPETENCY. SEE ED 010 048, AL 000 981. (JD)

AVAILABILITY: LEARNING DISABILITY CENTER, 604 WEST 24TH STREET, UNIVERSITY OF TEXAS AT AUSTIN, TEXAS 78705 ($3.50 PLUS $0.50 POSTAGE).

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED031316

PUBLICATION DATE: 58

TITLE: ENGLISH PROGRAM FOR AGRICULTURAL MIGRANT WORKERS.

DESCRIPTIVE NOTE: 21P.

BY LEGISLATIVE ACTION IN JUNE 1958, THE COMMONWEALTH OF PUERTO RICO INITIATED A PROGRAM TO TEACH ENGLISH AS A SECOND LANGUAGE TO SPANISH-SPEAKING MIGRANT WORKERS. THE PURPOSE OF THE PROGRAM IS TO IMPROVE EMPLOYER-EMPLOYEE RELATIONSHIPS AND TO HELP THE AGRICULTURAL MIGRANT ADJUST TO THE ENGLISH-ORIENTED COMMUNITY WHEN HE IS SEASONALLY EMPLOYED IN THE CONTINENTAL UNITED STATES. FORMAL CLASSES (VOCABULARY AND LANGUAGE PATTERNS), ORIENTATION PERIODS (LOCAL LAWS, CURRENT EVENTS, CONSUMER EDUCATION), AND RECREATIONAL ACTIVITIES (GAMES, SPORTS, VISITS) ARE THE 3 PHASES OF THE PROGRAM. LESSONS ARE DIVIDED INTO 3 GROUPS PROVIDING FOR VARYING DEGREES OF KNOWLEDGE OF ENGLISH. PROCEDURES FOR TEACHING INCLUDING USE OF AUDIOVISUAL AIDS ARE INCLUDED. (JH)

INSTITUTION NAME: PUERTO RICO COMMONWEALTH, NEW YORK, N.Y. DEPT. OF LABOR.

ACCESSION NUMBER: ED031319

PUBLICATION DATE: 67

TITLE: MIGRANT EDUCATION HANDBOOK.

PERSONAL AUTHOR: MICHAEL, ALICE, ED.

DESCRIPTIVE NOTE: 77P.

THE HANDBOOK IS DIRECTED TO TEACHERS OF ECONOMICALLY AND CULTURALLY DEPRIVED, SPANISH-SPEAKING MIGRANT PUPILS HAVING A LIMITED COMMAND OR A COMPLETE LACK OF ENGLISH. SEVERAL SUGGESTIONS ARE GIVEN FOR PROVIDING A WIDE RANGE OF OPPORTUNITIES FOR MEANINGFUL ORAL COMMUNICATION AS A MEANS OF OVERCOMING THIS OBSTACLE AND PROMOTING THE USE OF STANDARD ENGLISH. AMONG THE SUGGESTED ACTIVITIES ARE THE USE OF REAL AND VICARIOUS ACTIVITIES, READING ALOUD, ART AND MUSIC ACTIVITIES, AND HEALTH AND PHYSICAL EDUCATION ACTIVITIES. TECHNIQUES ARE PRESENTED FOR USING THESE ACTIVITIES TO DEVELOP SOCIAL GROWTH AS WELL AS READING AND/OR SELF CONCEPT. METHODS OF CORRECTING SPECIAL LEARNING PROBLEMS AND THE PROBLEMS OF SCHOOL PLACEMENT OF THE MIGRANT CHILD ARE RECOMMENDED. BRIEFLY TREATED ARE THE ADVANTAGES OF HAVING TEACHER AIDES AND CHARACTERISTICS OF PERSONS BEST EQUIPPED TO WORK AS AIDES. EMPHASIS IS PLACED ON INVOLVING MEXICAN AMERICAN PARENTS BY HOME VISITATION. SHORT BIBLIOGRAPHIES ARE PROVIDED. (CM)

AVAILABILITY: MONTEREY COUNTY OFFICE OF EDUCATION, 132 W. MARKET STREET, SALINAS, CALIFORNIA 93901.

INSTITUTION NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. OFFICE OF COMPENSATORY EDUCATION.; MONTEREY COUNTY OFFICE OF EDUCATION, SALINAS, CALIF.

ACCESSION NUMBER: ED031320

PUBLICATION DATE: MAY 69

TITLE: RECRUITMENT OF SPANISH-SPEAKING STUDENTS INTO HIGHER EDUCATION.

PERSONAL AUTHOR: EDINGTON, EVERETT D.; ANGEL, FRANK

DESCRIPTIVE NOTE: 23P.; PAPERS PRESENTED AT CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LONG BEACH, CALIFORNIA, MAY 15-17, 1969).

THE PROBLEMS OF RECRUITING MEXICAN AMERICAN STUDENTS INTO COLLEGES AND UNIVERSITIES ARE POINTED OUT IN THESE TWO PAPERS. EDINGTON'S PAPER (TITLE GIVEN) DISCUSSES TEACHER EDUCATION, CURRICULUM DEVELOPMENT, COUNSELING PROGRAMS, COLLEGE ENTRANCE REQUIREMENTS, AND THE NEED FOR CHANGE AND STUDY IN THESE AREAS WITH REGARD TO SPANISH-SPEAKING STUDENTS. PROGRAMS OF FINANCIAL AID AND EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS ARE ALSO PRESENTED. "THE MEXICAN AMERICAN IN HIGHER EDUCATION: RECRUITMENT," BY FRANK ANGEL, POINTS OUT THAT RECRUITMENT PROBLEMS ARE RELATED TO THE SELECTIVE ACADEMIC ORIENTATION OF COLLEGE AND UNIVERSITY RECRUITMENT, AND SELECTION, COUNSELING, AND CURRICULAR PROCEDURES OF THE HIGH SCHOOL AND ELEMENTARY SCHOOL. PRESENT RECRUITMENT PROGRAMS AND PRACTICES IN COLLEGES WHICH ARE DESIGNED TO MEET THE NEEDS OF MEXICAN AMERICAN STUDENTS ARE DISCUSSED. WAYS OF INCREASING THE POOL OF MEXICAN AMERICAN STUDENTS ARE LISTED, INCLUDING CHANGES IN TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS GEARED TO THIS GROUP, IMPROVED LIVING CONDITIONS FOR THIS MONORITY GROUP, UNIVERSALIZATION OF HIGHER EDUCATION, AND ERADICATION OF EXISTING DISCRIMINATION AGAINST THE MEXICAN AMERICAN GROUP BY THE DOMINANT GROUP. RELATED DOCUMENTS ARE RC 003 431, RC 003 432, RC 003 433, AND RC 003 436.

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801.

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031321

PUBLICATION DATE: MAY 69

TITLE: A PROPOSAL OF GUIDELINES FOR REORDERING EDUCATIONAL PROCESSES OF RECRUITMENT AND ADMISSIONS.

PERSONAL AUTHOR: NUNEZ, RENE, COMP.

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 16P.; RESULTS OF THE CHICANO WORKSHOP (UNIVERSITY OF CALIFORNIA AT SANTA BARBARA, APRIL 11-13, 1969)

THE PREMISE OF THIS PAPER (PREPARED FOR THE CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION, LONG BEACH, CALIFORNIA, MAY 15-17, 1969) IS THAT ALL EDUCATIONAL INSTITUTIONS HAVE A MORAL OBLIGATION TO REORDER PRIORITIES IMMEDIATELY TO MEET THE NEEDS OF CHICANO STUDENTS FOR RELEVANT, MOTIVATED EDUCATION, ENABLED BY PUBLIC SUPPORT AND A SENSITIVE APPRECIATION OF CULTURAL DIFFERENCES BETWEEN THE MAJORITY AND THE CHICANO CULTURE. SET FORTH ARE PHILOSOPHICAL AND PRACTICAL STEPS FELT NECESSARY FOR MAKING PUBLIC EDUCATION EQUITABLE, RELEVANT, AND OBTAINABLE FOR CHICANO STUDENTS TODAY. PLANS FOR RECRUITMENT AND ADMISSION OF CHICANO STUDENTS ARE ESTABLISHED WHICH INCLUDE GENERAL POLICY REGARDING COMMITTEE FORMATION, PROPORTIONAL REPRESENTATION, AND FINANCIAL SUPPORT. GUIDELINES ARE PROPOSED FOR 4-YEAR STATE AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION AS WELL AS COMMUNITY COLLEGES. ADMISSIONS CRITERIA ARE DELINEATED FOR STUDENTS, FACULTY, AND ADMINISTRATIVE PERSONNEL. THE FINAL SECTION DEALS WITH SOURCES OF RECRUITMENT, AND DISCUSSION CENTERS ON THE HIGH SCHOOL, COMMUNITY, AND SPECIFIC SOURCES OF STUDENT RECRUITMENT. RELATED DOCUMENTS ARE RC 003 429, RC 003 432, RC 003 433, RC 003 436. (SW)

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031322

PUBLICATION DATE: MAY 69

TITLE: FINANCIAL ASSISTANCE OF MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION.

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LONG BEACH, CALIFORNIA, MAY 15-17, 1969)

THE PROBLEM ENCOUNTERED BY MEXICAN AMERICANS IN FINDING AND OBTAINING SOURCES OF FINANCIAL AID TO ENTER AND CONTINUE IN HIGHER EDUCATION IS REVIEWED. FINANCIAL ASSISTANCE PROVIDED BY THE FEDERAL GOVERNMENT IS DESCRIBED AND DISCUSSED. PROGRAMS SUCH AS TALENT SEARCH, UPWARD BOUND, EDUCATIONAL OPPORTUNITY GRANTS PROGRAM, NATIONAL DEFENSE STUDENT LOAN PROGRAM, AND THE COLLEGE WORK-STUDY PROGRAM ARE EMPHASIZED. ADDITIONAL PROGRAMS POINTED OUT INCLUDE GUARANTEED LOANS, TEACHER CORPS, HIGH SCHOOL EQUIVALENCY PROGRAM (HEP), AND THE HIGH POTENTIAL PROGRAM. EIGHT SCHOLARSHIPS DESIGNED SPECIFICALLY FOR SPANISH-SPEAKING STUDENTS AND 4 NATIONAL ORGANIZATIONS OF MEXICAN AMERICANS ALSO OFFERING SCHOLARSHIPS ARE LISTED, ALONG WITH ADDRESSES FOR OBTAINING INFORMATION. RELATED DOCUMENTS ARE RC 003 429, RC 003 431, RC 003 433, AND RC 003 436. (SW)

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031323

PUBLICATION DATE: MAY 69

TITLE: THE NEEDS OF THE CHICANO ON THE COLLEGE CAMPUS.

PERSONAL AUTHOR: GOMEZ, ANNA NIETO; VASQUEZ, J. ANTHONY

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 26P.; PAPER PRESENTED AT CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LONG BEACH, CALIFORNIA, MAY 15-17, 1969)

THE PROBLEMS OF THE CHICANO (MEXICAN AMERICAN) STUDENT ON THE COLLEGE CAMPUS CAN BE ALLEVIATED IN THE FOLLOWING WAYS: (1) SUMMER INSTITUTES FOR INCOMING FRESHMEN PROVIDING BILINGUAL CLASSES, BILINGUAL TEACHERS, AND REMEDIAL ENGLISH; (2) AN ORIENTATION PROGRAM TO MAKE THE STUDENT AWARE OF THE BUREAUCRATIC PROCEDURES OF A UNIVERSITY; (3) A COUNSELING SYSTEM WHEREBY UPPER DIVISION CHICANOS WOULD ADVISE AND HELP ENTERING STUDENTS; (4) FREE HEALTH FACILITIES PROVIDED FOR THE CHICANO STUDENT TO EASE HIS FINANCIAL BURDEN; (5) LESS EXPENSIVE HOUSING ON CAMPUS, OR RENT SUPPLEMENT PROGRAMS SUBSIDIZED BY THE FEDERAL GOVERNMENT; (6) MORE EXTENSIVE FINANCIAL AID PROGRAMS OR EXPANSION OF EXISTING PROGRAMS, SUCH AS NATIONAL DEFENSE EDUCATION ACT LOANS AND EDUCATIONAL OPPORTUNITY GRANTS; AND (7) CHANGES IN THE SELECTIVE SERVICE SYSTEM BECAUSE OF DISCRIMINATORY PRACTICES AGAINST MEXICAN AMERICAN STUDENTS. RELATED DOCUMENTS ARE RC 003 429, RC 003 431, RC 003 432 AND RC 003 436. (RH)

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031324

PUBLICATION DATE: MAY 69

TITLE: THE RETENTION OF MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO BICULTURAL AND BILINGUAL PROBLEMS.

PERSONAL AUTHOR: GUERRA, MANUEL H.; AND OTHERS

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 131P.; PAPERS PRESENTED AT CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LONG BEACH, CALIFORNIA, MAY 15-17, 1969)

THE PROBLEM OF RETAINING MEXICAN AMERICAN STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION IS REVIEWED IN THESE 5 PAPERS: "THE RETENTION OF MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO BICULTURAL AND BILINGUAL PROBLEMS" BY MANUEL H. GUERRA; "MEXICANISMO VS. RETENTION: IMPLICATIONS OF RETAINING MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION" BY PHILIP MONTEZ; "RETENTION OF MEXICAN AMERICAN STUDENTS IN COLLEGE" BY MONTE E. PEREZ, MARIA DIAZ, AND OSCAR MARTINEZ; "RETENTION OF THE CHICANO STUDENT AS A COMPREHENSIVE PROGRAM UNIT OF THE MEXICAN AMERICAN STUDENT ORGANIZATION" BY UNITED MEXICAN AMERICAN STUDENTS AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES; AND "PROBLEMS OF RETENTION AS SEEN BY MEXICAN AMERICAN STUDENTS" BY MEMBERS OF A CHICANO ETHNIC STUDIES CLASS (CONDUCTED BY MARTA SCHLATTER). RELATED DOCUMENTS ARE RC 003 429, RC 003 431, RC 003 432, AND RC 003 433. (SW)

AVAILABILITY: DR. MAYER J. FRANKLIN, SCHOOL OF EDUCATION, CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801.

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031341

PUBLICATION DATE: 67

TITLE: THE TEACHING OF BEGINNING READING BY USE OF THE INITIAL TEACHING ALPHABET.

PERSONAL AUTHOR: HOLMES, JACK; AND OTHERS

DESCRIPTIVE NOTE: 9P.

TEACHING BEGINNING READING USING THE INITIAL TEACHING ALPHABET (I.T.A.) WAS EXPERIMENTED WITH IN A PROJECT WHICH HAD THE DUAL PURPOSE OF (1) PROVIDING EDUCATORS WITH THE OPPORTUNITY TO OBSERVE THE USE OF I.T.A., AND (2) DETERMINING THE EFFECTIVENESS OF I.T.A. WITH MEXICAN AMERICAN BILINGUAL CHILDREN. TWENTY I.T.A. DEMONSTRATION CLASSES REPRESENTING VARIOUS SOCIOECONOMIC LEVELS WERE ESTABLISHED IN THE STOCKTON UNIFIED SCHOOL DISTRICT AND TRACY PUBLIC SCHOOLS IN CALIFORNIA ALLOWING EDUCATORS TO OBSERVE THE PROGRAM. THE SECOND OBJECTIVE WAS ACCOMPLISHED BY ESTABLISHING 18 I.T.A. EXPERIMENTAL CLASSES AND 20 TRADITIONAL ORTHOGRAPHY (T.O) CONTROL CLASSES. THE SAME BASAL READERS WERE USED BY BOTH GROUPS AND BOTH WERE ADMINISTERED THE SAME ARRAY OF TESTS. RESULTS OF THE EXPERIMENTAL I.T.A. GROUP SHOWED ACHIEVEMENT SIGNIFICANTLY ABOVE THE T.O. CONTROL GROUP. HOWEVER, IT WAS CONCLUDED THAT IT WAS TO EARLY TO MAKE ANY DEFINITIVE CONCLUSIONS REGARDING THE USE OF I.T.A. WITH BILINGUAL DISADVANTAGED CHILDREN AND THAT A SECOND YEAR OF THE PROJECT SHOULD PROVIDE MORE DEFINITIVE INFORMATION. TABLES ARE INCLUDED DEPICTING THE RESULTS. THIS PROJECT WAS FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. (CM)

INSTITUTION NAME: STOCKTON UNIFIED SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED031344

PUBLICATION DATE: JUN 69

TITLE: MORE MATERIALES TOCANTE LOS LATINOS. A BIBLIOGRAPHY OF MATERIALS ON THE SPANISH-AMERICAN.

PERSONAL AUTHOR: HARRIGAN, JOAN, COMP.

DESCRIPTIVE NOTE: 34P.

A BIBLIOGRAPHY OF MATERIALS PUBLISHED BETWEEN 1964 AND 1969 ON THE SPANISH AMERICAN IS PRESENTED TO ASSIST LIBRARIANS AND EDUCATORS IN LOCATING HISPANO INSTRUCTIONAL AIDS. OVER 120 ANNOTATED ENTRIES LIST AUDIO-VISUAL AIDS AND READING MATERIALS FOR STUDENTS OF ALL AGES, PROFESSIONAL MATERIALS FOR EDUCATORS INCLUDING LIBRARIANS, ERIC MATERIALS PERTAINING TO THE MEXICAN AMERICAN, AND NEW OR FORTHCOMING MATERIALS. A RELATED DOCUMENT IS ED 018292. (RH)

AVAILABILITY: COLORADO DEPARTMENT OF EDUCATION, DIVISION OF LIBRARY SERVICES, DENVER, COLORADO 80203 ($.50)

INSTITUTION NAME: COLORADO STATE DEPT. OF EDUCATION, DENVER.

ACCESSION NUMBER: ED031345

PUBLICATION DATE: 68

TITLE: PROCEEDINGS, NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS (AUSTIN, TEXAS, APRIL 25-26, 1968).

DESCRIPTIVE NOTE: 118P.

THE PRIMARY OBJECTIVES OF THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR THE MEXICAN AMERICAN WERE: (1) TO STRESS THE AREAS OF SPECIAL NEEDS FOR THE MEXICAN AMERICAN CHILD IN EDUCATION IN ORDER TO GIVE PRIORITIES IN THE DEVELOPMENT OF ANY PROGRAM AT THE LOCAL LEVEL; (2) TO PRESENT DEMONSTRATIONS OF EXEMPLARY WAYS SOME SCHOOLS AND ORGANIZATIONS ARE SOLVING MEXICAN AMERICAN EDUCATIONAL PROBLEMS; AND (3) TO REVIEW AND DISCUSS RECENT LEGISLATION RELATING TO THE EDUCATION OF THE MEXICAN AMERICAN. VARIOUS GROUPS PRESENTED DEMONSTRATIONS ON BILINGUAL EDUCATION, MIGRANT EDUCATION, AND URBAN EDUCATION. ADDRESSES WERE PRESENTED BY PROMINENT MEN IN THE FIELD OF EDUCATION AND RELATED DISCUSSION SESSIONS WERE HELD. APPENDED ARE A COPY OF THE PROGRAM AND A BRIEF EVALUATION OF THE CONFERENCE. (RH)

INSTITUTION NAME: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., AUSTIN, TEX.

ACCESSION NUMBER: ED031346

PUBLICATION DATE: 69

TITLE: SAMPLE UNITS FOR USE IN IMPLEMENTING AN EFFECTIVE ESOL PROGRAM.

DESCRIPTIVE NOTE: 105P.; UNITS DEVELOPED BY PARTICIPANTS OF THE NDEA INSTITUTE ON ESOL (OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO, TEXAS)

A COLLECTION OF 20 SAMPLE UNITS FOR USE IN IMPLEMENTING AN EFFECTIVE ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) PROGRAM. THE COLLECTION INCLUDES UNITS FOR THE FIRST THROUGH SIXTH GRADE IN SCIENCE, ARITHMETIC, SPELLING, SOCIAL STUDIES, AND LANGUAGE. THROUGHOUT THESE UNITS SPECIAL EMPHASIS IS PLACED ON USING LINGUISTICS AND ADAPTING ORAL-AURAL TECHNIQUES TO THE CLASSROOM TO TEACH ENGLISH AS A SECOND LANGUAGE. THE SAMPLES ARE INTENDED TO BE AN AID IN SOLVING THE PROBLEMS CHARACTERISTIC OF THE SPANISH-SPEAKING CHILD AND THE SPEAKER OF SUBSTANDARD ENGLISH. RELATED DOCUMENT IS ED 027 984. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (RH)

INSTITUTION NAME: OUR LADY OF THE LAKE COLL., SAN ANTONIO, TEX.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED031348

PUBLICATION DATE: 69

TITLE: MEXICAN AMERICANS ON THE MOVE--ARE TEACHER PREPARATION PROGRAMS IN HIGHER EDUCATION READY?

PERSONAL AUTHOR: KARR, KEN; MCGUIRE, ESTHER

DESCRIPTIVE NOTE: 30P.

FAILURE OF THE EDUCATIONAL SYSTEM TO PROVIDE FOR THE MEXICAN AMERICAN STUDENT CAN BE SEEN BY HIS DROPOUT RATE WHICH IS TWICE THAT OF THE NATIONAL AVERAGE AND BY HIS SCHOOLING RATIO WHICH IS 8 YEARS COMPARED TO 12 YEARS FOR THE AVERAGE ANGLO. IN ORDER TO SOLVE THE PROBLEMS OF THE LOW-INCOME, BICULTURAL, BILINGUAL MEXICAN AMERICAN STUDENT, HIGHER EDUCATION MUST PREPARE TEACHERS WHO CAN COPE WITH CULTURAL, PSYCHOLOGICAL, AND LINGUISTIC CONFLICTS. TO BE EFFECTIVE IN SOLVING THESE PROBLEMS A TEACHER NEEDS TRAINING: (1) TO UNDERSTAND THE DYSFUNCTIONS BETWEEN THE VALUES OF THE MEXICAN AMERICAN CULTURE AND THAT OF THE ANGLO; (2) IN COUNSELING THE PARTICULAR DIFFICULTIES OF THIS GROUP; AND (3) IN LINGUISTICS AND COURSES ON HOW TO TEACH ENGLISH AS A SECOND LANGUAGE. (RH)

ACCESSION NUMBER: ED031350

PUBLICATION DATE: MAY 69

TITLE: PROCEEDINGS OF THE CONFERENCE ON INCREASING OPPORTUNITIES FOR MEXICAN AMERICAN STUDENTS IN HIGHER EDUCATION (LOS ANGELES HARBOR COLLEGE, CALIFORNIA, MAY 15-17, 1969).

PERSONAL AUTHOR: FRANKLIN, MAYER J., ED.; AND OTHERS

DESCRIPTIVE NOTE: 67P.

THE CONFERENCE WAS CONDUCTED IN ORDER TO PROPOSE SOLUTIONS TO THE PROBLEMS THAT CONFRONT THE MEXICAN AMERICAN STUDENT IN HIGHER EDUCATION IN AREAS OF RECRUITMENT, RETENTION, AND FINANCIAL ASSISTANCE. COLLEGES AND UNIVERSITIES FROM 5 SOUTHWESTERN STATES SENT TEAMS (STUDENT, FACULTY MEMBER, ADMINISTRATOR, JUNIOR COLLEGE REPRESENTATIVE, HIGH SCHOOL COUNSELOR, AND REPRESENTATIVE OF THE MEXICAN AMERICAN COMMUNITY) TO PARTICIPATE IN THE CONFERENCE. THE CONFERENCE PROCEEDINGS PRESENT: THE KEYNOTE ADDRESS GIVEN BY ARMANDO RODRIGUEZ, CHIEF OF MEXICAN AMERICAN AFFAIRS UNIT IN THE U. S. OFFICE OF EDUCATION; SELECTED REMARKS BY VARIOUS PARTICIPANTS; AND AN ADDRESS BY PHILIP MONTEZ, REGIONAL DIRECTOR, LOS ANGELES, UNITED STATES CIVIL RIGHTS COMMISSION. SUGGESTIONS TAKEN FROM THE GENERAL SESSION, THE PROBLEMS AND ISSUES DISCUSSED IN THE WORKSHOPS, AND THE RESOLUTIONS PASSED BY THE CONFERENCE ARE GIVEN. SELECTED REMARKS FROM THE CLOSING ADDRESS GIVEN BY FATHER HENRY J. CASSO, VICAR OF URBAN AFFAIRS, SAN ANTONIO, TEXAS, CONCLUDE THE REPORT. (CM)

AVAILABILITY: UNITED MEXICAN AMERICAN STUDENTS (UMAS), CALIFORNIA STATE COLLEGE, LONG BEACH, CALIFORNIA 90801.

INSTITUTION NAME: CALIFORNIA STATE COLL., LONG BEACH.

ACCESSION NUMBER: ED031352

PUBLICATION DATE: JUL 69

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY.

PERSONAL AUTHOR: HEATHMAN, JAMES E., COMP.; MARTINEZ, CECILIA J., COMP.

DESCRIPTIVE NOTE: 58P.

DOCUMENTS ON THE SUBJECT OF MEXICAN AMERICAN EDUCATION WHICH HAVE BEEN INDEXED AND ABSTRACTED IN "RESEARCH IN EDUCATION" ARE CITED IN THIS BIBLIOGRAPHY. PUBLICATIONS DEALING WITH RESEARCH FINDINGS AND DEVELOPMENTS IN BILINGUAL COMPENSATORY EDUCATION FOR THE SPANISH-SPEAKING ARE INCLUDED. THE MAJORITY OF THE 156 DOCUMENTS CITED WERE PUBLISHED SINCE 1965. CITATIONS ARE INDEXED BY SUBJECT AREA AT THE END OF THE BIBLIOGRAPHY USING ERIC DESCRIPTOR TERMS. (JH)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.

ACCESSION NUMBER: ED031358

PUBLICATION DATE: JAN 69

TITLE: HOW TO IDENTIFY SPANISH NAMES.

DESCRIPTIVE NOTE: 14P.

PROBLEMS ASSOCIATED WITH IDENTIFYING NAMES AMONG SPANISH-SPEAKING PEOPLE AND ADDRESSING THEM ARE DISCUSSED. THEIR CUSTOMS REGARDING NAMES AND DIFFERENCES WHICH EXIST IN PUERTO RICAN AND SPANISH CULTURES ARE INCLUDED. VARIATIONS AND COMPOUND NAMES ARE TREATED. SUGGESTIONS ARE GIVEN FOR RECORDING NAMES OF SPANISH-SPEAKING PERSONS TO FACILITATE CORRECT REGISTERING BY PUBLIC AGENCIES. QUESTIONS AND FORMS HELPFUL IN DETERMINING NAMES AND THEIR SPANISH TRANSLATIONS ARE INCLUDED. (CM)

INSTITUTION NAME: DEPARTMENT OF LABOR, SAN JUAN, PUERTO RICO. MIGRANT DIV.

ACCESSION NUMBER: ED031361

PUBLICATION DATE: 67

TITLE: LET'S SPEAK ENGLISH SPECIAL LANGUAGE PROGRAM (PROGRAM GUIDE AND DESCRIPTION OF ACTIVITIES).

PERSONAL AUTHOR: CHAVEZ, JOHN E.

DESCRIPTIVE NOTE: 49P.

A PROGRAM WAS ESTABLISHED AT THE MARGARET SHEEHY SCHOOL IN SOUTH MERCED, CALIFORNIA, TO PROVIDE SOCIAL EXPERIENCES AND LEARNING SITUATIONS AIMED AT IMPROVING THE COMMUNICATION SKILLS OF THE LARGELY MEXICAN AMERICAN AND NEGRO STUDENT BODY (GRADES 1-4). THE SPECIAL LANGUAGE CLASS DEVELOPED IN THE PROGRAM IS OUTLINED IN THIS TEACHING GUIDE. THE GUIDE DESCRIBES THE GOALS AND OBJECTIVES OF THE PROGRAM, STUDENT SELECTION STANDARDS AND PROCEDURES, PLUS TEACHING METHODOLOGY USED IN THE PROGRAM. RELATED ACTIVITIES FOR CHILDREN FROM DISADVANTAGED, NON-ENGLISH SPEAKING AND CULTURALLY DIFFERENT BACKGROUNDS ARE GIVEN. INCLUDED ARE SAMPLES OF FORMS USED. (DB)

AVAILABILITY: MERCED CITY SCHOOL DISTRICT, MERCED, CALIFORNIA 95340 ($1.50)

INSTITUTION NAME: MERCED CITY SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED031465

PUBLICATION DATE: APR 69

TITLE: BILINGUAL LESSONS FOR SPANISH-SPEAKING PRESCHOOL CHILDREN (ESEA TITLE III PROJECT, A REGIONAL APPROACH: ESL/BILINGUAL-BICULTURAL).

PERSONAL AUTHOR: SCHNEIDER, VELIA

DESCRIPTIVE NOTE: 121P.

FOUR SAMPLE BILINGUAL LESSONS DESIGNED TO HELP TEACHERS DEVELOP THEIR OWN BILINGUAL PROGRAMS ARE PRESENTED IN THIS TEACHER'S GUIDE. THE LESSONS WERE WRITTEN IN SPANISH AND ENGLISH FOR PRESCHOOL SPANISH-SPEAKING CHILDREN AND PROVIDE TEACHING MATERIAL WHICH CENTERS AROUND CONCEPTS SUCH AS COLORS, COMMUNITY HELPERS AND WORKERS, FARM ANIMALS, FOLLOWING DIRECTIONS, GEOMETRIC SHAPES, HOW PLANTS GROW, LITERATURE BACKGROUND, MORE OR LESS, OPPOSITES, PARTS OF THE BODY AND HOW THEY FUNCTION, RELATIVE POSITIONS, RELATIVE SIZES, ROLES OF THE MEMBERS OF A FAMILY, SAFETY TO AND FROM SCHOOL, SAME AND DIFFERENT, SEA ANIMALS, SIMPLE COUNTING, WEATHER AND SEASONS, AND ZOO ANIMALS. APPENDED ARE STORIES, SONGS (IN SPANISH), AND VISUAL AIDS TO SUPPLEMENT THE LESSONS. (AUTHOR/SM)

INSTITUTION NAME: SAN DIEGO CITY SCHOOLS, CALIF.

ACCESSION NUMBER: ED031689

PUBLICATION DATE: MAR 69

TITLE: ON TEACHING THE DISCIPLINES TO DISADVANTAGED MEXICAN-AMERICANS: A LINGUISTIC APPROACH.

PERSONAL AUTHOR: PERALES, ALANSO M.; HOWARD, LESTER B.

DESCRIPTIVE NOTE: 6P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

TRADITIONAL TEACHING METHODOLOGY AND MATERIALS ARE FOUNDED ON THE PREMISE THAT ALL U.S. BORN CITIZENS SPEAK ENGLISH AS THE MOTHER TONGUE. PRECEDENCE IS GIVEN TO THE DEVELOPMENT OF READING AND WRITING AT AN EARLY LEVEL. THE DISADVANTAGED MEXICAN-AMERICAN LACKS THE NECESSARY LINGUISTIC EXPERIENCES IN THE ENGLISH LANGUAGE TO ASSURE HIM SUCCESS IN SCHOOL--EVIDENCED BY THE LARGE NUMBER OF DROP-OUTS AMONG THIS GROUP. MOST TEACHERS HAVE BEEN ACCUSTOMED TO "INSIGHT BUILDING," WHICH HAS BEEN DEVELOPED IN THE CHILD AT HOME THROUGH A HEALTHY ADULT-CHILD INTERACTION. THIS APPROACH IS NOT APPLICABLE TO THE DISADVANTAGED PUPIL COMING FROM A HOME WHERE THERE IS "LIMITED VERBAL ORIENTATION." BECAUSE DISCIPLINES SUCH AS THE SOCIAL STUDIES, SCIENCE, AND MATHEMATICS ARE TRADITIONALLY TAUGHT THROUGH THE LECTURE METHOD WITH THE TEACHER DOING MOST OF THE TALKING, THE DISADVANTAGED MEXICAN-AMERICAN CHILD IS NOT INVOLVED IN ORAL ENGLISH COMMUNICATION AT ALL. THESE STUDENTS NEED TO ACHIEVE AS MUCH COURSE CONTENT AS THEIR COUNTERPARTS, AND AT THE SAME TIME OVERCOME THEIR LINGUISTIC OBSTACLES SO AS TO BE ABLE TO COMPETE ON ALL LEVELS OF EDUCATION. THE CONTENT MATERIALS OF THESE COURSES MAY BE STRUCTURED TO UTILIZE A VARIETY OF AUDIOLINGUAL TECHNIQUES PROVIDING MAXIMUM OPPORTUNITIES FOR VERBALIZATION. THE "INQUIRY APPROACH" FOR A 4TH GRADE SCIENCE LESSON IS ILLUSTRATED. (AMM)

ACCESSION NUMBER: ED031690

PUBLICATION DATE: MAR 69

TITLE: COMMUNITY INVOLVEMENT IN THE BI-LINGUAL CENTER.

PERSONAL AUTHOR: PICCHIOTTI, NATALIE

DESCRIPTIVE NOTE: 5P.; PAPER GIVEN AT THE THIRD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

A BILINGUAL ELEMENTARY SCHOOL FOR SPANISH-SPEAKING CHILDREN IN CHICAGO, LAFAYETTE CENTER, IS DESCRIBED IN THIS PAPER. THE PRIMARY CONCERN OF THE CENTER HAS BEEN PARENT INVOLVEMENT, WITH HOME VISITS TO THE PARENTS BY SCHOOL COMMUNITY REPRESENTATIVES BEFORE AND AFTER ENROLLMENT AND AN OPEN HOUSE IN DECEMBER. THIS FUNCTION WAS WELL ATTENDED BY COMMUNITY LEADERS AND OTHER OFFICIALS, BUT NOT PARTICULARLY BY PARENTS, PARTLY, IT WAS FELT, BECAUSE THE PARENTS ARE HAPPY WITH THE PROGRAM AND DO NOT FEEL THE NEED TO COME TO THE SCHOOL, AND PARTLY BECAUSE OF THE EXPENSIVE PUBLIC TRANSPORTATION IN CHICAGO. THE PUERTO RICAN COMMUNITY, IN WHICH THE CENTER IS LOCATED, IS ENTHUSIASTIC ABOUT THE PROGRAM. THE MEXICAN COMMUNITY, WHILE APPROVING THE PROGRAM, RESENTS THAT A SECOND CENTER WAS NOT OPENED IN THEIR COMMUNITY. BOTH RESENT THE FACT THAT THE PROGRAM IS LIMITED TO THE POOR; ALL THE CHILDREN WHO NEED IT ARE NOT INCLUDED. THE NON-SPANISH-SPEAKING COMMUNITY OF EUROPEAN BACKGROUND IS, TO VARYING DEGREES, "INDIFFERENT, RESENTFUL, OR HOSTILE," BECAUSE BILINGUAL CENTERS HAD NOT BEEN PROVIDED FOR THEIR PARENTS OR GRANDPARENTS, WHO WERE UNDER PRESSURE TO ACCULTURATE. THERE MUST BE, THE AUTHOR STRESSES, A TOTAL COMMUNITY ACCEPTANCE OF A NEW APPROACH TO THE EDUCATION OF OUR SPANISH-SPEAKING STUDENTS AND A RECOGNITION OF THEIR COMMUNITY RIGHTS CONCERNING THEIR CHILDREN'S EDUCATION. (AMM)

ACCESSION NUMBER: ED031978

PUBLICATION DATE: 68

TITLE: TEACHING HISPANIC CULTURE THROUGH FOLKLORE. ERIC FOCUS REPORTS ON THE TEACHING OF FOREIGN LANGUAGES, NUMBER 2.

PERSONAL AUTHOR: CAMPA, ARTHUR L.

DESCRIPTIVE NOTE: 11P.

GENERAL REMARKS ON THE MEANING OF CULTURE AND CAUTIONS ON AVOIDING CLICHES AND STEREOTYPES INTRODUCE THE REPORT. VARIOUS TYPES OF FOLKLORE ARE DESCRIBED WITH ACCOMPANYING REMARKS ON THEIR CONTRIBUTION TO HISPANIC CULTURE. THE POSSIBLE ROLE OF PROVERBS, FOLK SONGS, FOLK GAMES, AND FOLK DANCES IN INSTRUCTION IS DISCUSSED. A LIST OF SUGGESTED READINGS IS SUPPLIED. (WB)

AVAILABILITY: MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVE., NEW YORK, NEW YORK 10011 ($.25)

INSTITUTION NAME: AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, NEW YORK, N.Y.; MODERN LANGUAGE ASSOCIATION, NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES.

ACCESSION NUMBER: ED032150

PUBLICATION DATE: MAY 69

TITLE: MEXICAN-AMERICANS: A SELECTIVE GUIDE TO MATERIALS IN THE UCSB LIBRARY.

DESCRIPTIVE NOTE: 49P.

LIBRARY RESOURCES IN THE UNIVERSITY OF CALIFORNIA AT SANTA BARBARA LIBRARY ON THE LIFE AND CULTURE OF MEXICAN AMERICANS ARE CITED IN THIS RESOURCE GUIDE CONTAINING OVER 500 ENTRIES. THE CHRONOLOGICAL PERIOD EMPHASIZED IS POST-1940 WITH SLIGHT ATTENTION TO HISTORICAL ANTECEDENTS. SUBJECTS EMPHASIS IS LARGELY SOCIOLOGICAL. THE GUIDE IS ARRANGED PRIMARILY BY TYPE OF PUBLICATIONS (BOOKS, PERIODICALS, GOVERNMENT PUBLICATIONS, ETC.). A TOPICAL APPROACH TO MATERIALS CITED IS PROVIDED BY A SUBJECT INDEX FOLLOWING THE CITATIONS. THE PURPOSE OF THE GUIDE IS TO PROVIDE ACCESS TO MATERIALS WHICH MAY SERVE AS A CATALYST TOWARD FURTHER DISCUSSION OF ETHNIC MINORITY PROBLEMS. THE CITATIONS PROVIDE COMPLETE TITLE, AUTHOR, PUBLISHER AND PUBLICATION DATE LISTINGS FOR GENERAL REFERRAL PURPOSES. (JH)

INSTITUTION NAME: CALIFORNIA UNIV., SANTA BARBARA.

ACCESSION NUMBER: ED032157

PUBLICATION DATE: 28 AUG 69

TITLE: RELOCATING MEXICAN AMERICANS WHO HAVE BEEN RETRAINED.

PERSONAL AUTHOR: RUESINK, DAVID C.; AND OTHERS

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT RURAL SOCIOLOGICAL SOCIETY MEETING (SAN FRANCISCO, CALIFORNIA, AUGUST 28-31, 1969)

A PROJECT INVOLVING THE COOPERATIVE EFFORT OF THE LING-TEMCO-VOUGHT CORPORATION AND GOVERNMENTAL AGENCIES RELOCATED 684 SOUTH TEXANS TO METROPOLITAN AREAS FOR WORK AS AIRCRAFT ASSEMBLERS AFTER A FOUR-WEEK TRAINING PROGRAM IN THE LOWER RIO GRANDE VALLEY. ABOUT 90% OF THESE RELOCATEES WERE MEXICAN AMERICANS. SIXTEEN MONTHS AFTER THE FIRST FAMILIES WERE RELOCATED AND FOUR MONTHS AFTER THE LAST FAMILIES WERE RELOCATED THERE WERE 75.58% OF THE TRAINEES STILL ON THE JOB. THE PURPOSE OF THIS PROJECT WAS TO STUDY THE ADJUSTMENT WHICH TAKES PLACE AS A RESULT OF RETRAINING AND RELOCATION, AND TO DETERMINE WHAT SOCIOLOGICAL FACTORS REPRESENTED THE BEST PREDICTORS FOR SUCCESS IN THE PROGRAM INCLUDING RETENTION AFTER RETRAINING. EDUCATION LEVEL AND PREVIOUS OCCUPATION PROVED TO BE THE BEST PREDICTORS OF SUCCESS IN THE PROGRAM. THE MAJOR CONCLUSION DRAWN FROM THE STUDY WAS THAT SELECTED EXTERNAL FACTORS ARE USABLE AS PREDICTORS OF ABILITY TO RETRAIN AND RELOCATE, BUT CONCLUSIONS BASED ON A PRIORI CONDITIONS ARE AT BEST TENTATIVE. (DK)

ACCESSION NUMBER: ED032175

PUBLICATION DATE: 67

TITLE: ENGLISH AS A SECOND LANGUAGE FOR SPEAKERS OF SPANISH.

PERSONAL AUTHOR: MICHAEL, ALICE

DESCRIPTIVE NOTE: 24P.

THE FACT THAT MANY SPANISH SPEAKING PUPILS ARE SERIOUSLY LIMITED IN ENGLISH OR MAY NOT SPEAK ENGLISH AT ALL PRESENTS A DIFFICULT PROBLEM FOR THEIR TEACHERS IN ENGLISH SPEAKING SCHOOLS. THIS DOCUMENT PRESENTS SOME OF THE CURRENT KNOWLEDGE CONCERNING THE NATURE OF LANGUAGE AND HOW IT IS LEARNED IN NON-TECHNICAL TERMS. EXAMPLES OF LESSONS, TECHNIQUES, AND MATERIALS ARE GIVEN WHICH TEACHERS CAN USE TO CARRY OUT THE KIND OF SYSTEMATIC ENGLISH PROGRAM THAT IS DESCRIBED. ANNOTATED BIBLIOGRAPHIES PRESENT LISTINGS OF BOOKS FOR TEACHERS, INSTRUCTIONAL MATERIALS, CHARTS AND PICTURES, AND EQUIPMENT ALONG WITH A BIBLIOGRAPHY OF MATERIALS RELATED TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. (DK)

AVAILABILITY: EDUCATOR PRESS, BOX 444, MONTEREY, CALIFORNIA ($2.00)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED032176

PUBLICATION DATE: 69

TITLE: THE MEXICAN-AMERICAN AND THE UNITED STATES.

PERSONAL AUTHOR: BUSTAMANTE, CHARLES J.; BUSTAMANTE, PATRICIA L.

DESCRIPTIVE NOTE: 63P.

THE HISTORICAL STUDY OF THE PLIGHT OF MEXICAN AMERICANS IS DIVIDED INTO 3 SECTIONS. PART I RELATES THE BEGINNINGS OF MEXICO, FROM SPANISH INJUSTICES TO THE INDIANS TO HOW THE INDIANS FELT ABOUT BLACK MEN. VARIOUS HISTORICAL FACTS ARE BRIEFLY PRESENTED. PART II TREATS MEXICO'S EFFORTS TO BECOME A REPUBLIC, VARIOUS ASPECTS OF THE WARS BETWEEN MEXICANS AND UNITED STATES SETTLERS, AND THE CART WARS. THIS SECTION ALSO INCLUDES PHASES OF FRENCH EFFORT TO RULE MEXICO AND FACTS ABOUT THE MEXICAN REVOLUTION. EMPHASIS IS PLACED ON PART III WHICH PRESENTS THE EFFORTS OF THE MEXICAN AMERICAN TO BE HEARD. THIS IS ACCOMPLISHED THROUGH THE FORMATION OF ORGANIZATIONS AND THE EMERGENCE OF LEADERS. LABOR ARGUMENTS, PREJUDICE ENCOUNTERED BY MEXICAN AMERICAN SOLDIERS DURING WORLD WAR II, AND THE CYCLE OF POVERTY ARE DISCUSSED. THE G. I. FORUM AND COMMUNITY SERVICES ORGANIZATION ARE EXAMPLES CITED OF EFFORTS TO MAINTAIN SOME HUMAN DIGNITY. THE EPILOGUE BRIEFLY DISCUSSES CIVIL RIGHTS. THROUGHOUT THE PAPER TERMS SUCH AS CHICANO, BRACERO, AND LA RAZA ARE DEFINED AND INCIDENTS IN THE LIVES OF INDIVIDUAL MEXICAN AMERICANS ARE RELATED. (CM)

AVAILABILITY: PATTY-LAR PUBLICATIONS LTD., P. O. BOX 4177, MOUNTAIN VIEW, CALIFORNIA 94040 ($1.50 FOR SINGLE COPIES, 20% OFF ON ORDERS OF 10 COPIES OR MORE).

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED032188

PUBLICATION DATE: 68

TITLE: BIBLIOGRAPHY: THE MEXICAN AMERICAN IN THE MIGRANT LABOR SETTING.

PERSONAL AUTHOR: STRANGE, SUSAN; PRIEST, RHEA PENDERGRASS

DESCRIPTIVE NOTE: 27P.

THE BIBLIOGRAPHY PRESENTS 275 CITATIONS (SOME WITH ANNOTATIONS) DEALING WITH MEXICAN AMERICANS IN A MIGRANT LABOR SETTING. DATES OF THE BIBLIOGRAPHIC ENTRIES RANGE FROM 1928 TO 1967. MATERIALS ARE GROUPED UNDER 9 SUBJECT CATEGORIES. THESE INCLUDE CULTURAL CHARACTERISTICS, EDUCATION, EMPLOYMENT, HEALTH, MIGRANT FARM LABOR, MINORITIES (MINORITY GROUPS IN AMERICA), SOCIAL CHANGE AND ADJUSTMENT, SOCIAL WELFARE, AND YOUTH. WITHIN EACH SUBJECT CATEGORY MATERIALS ARE PRESENTED ALPHABETICALLY UNDER TWO CLASSIFICATIONS: (1) BOOKS, AND (2) ARTICLES, REPORTS, PROCEEDINGS, AND THESES. (TL)

ACCESSION NUMBER: ED032244

PUBLICATION DATE: APR 69

TITLE: EXEMPLARY PROGRAMS IN ENGLISH AS A SECOND LANGUAGE, SAN DIEGO COUNTY. FINAL REPORT.

IDENTIFIER: CALIFORNIA; SAN DIEGO

DESCRIPTIVE NOTE: 37P.

THIS DOCUMENT REPORTS A 2-YEAR PROJECT DESIGNED TO (1) ESTABLISH FOUR MODEL ENGLISH AS A SECOND LANGUAGE (ESL) DEMONSTRATION CENTERS (KINDERGARTEN THROUGH GRADE 12); (2) DEMONSTRATE WAYS TO EQUIP MEXICAN-AMERICAN PUPILS WITH THE FOUR ENGLISH LANGUAGE SKILLS: LISTENING, COMPREHENDING, SPEAKING, READING AND WRITING; (3) ACQUAINT TEACHERS AND STAFF WITH BETTER METHODS, MATERIALS, AND TECHNIQUES OF WORKING WITH NON-NATIVE SPEAKERS OF ENGLISH; (4) IDENTIFY FOR THE TEACHER THE UNIQUE CULTURAL CHARACTERISTICS WHICH MEXICAN-AMERICAN CHILDREN BRING TO THE LEARNING PROCESS; (5) DEVELOP IN EACH PUPIL THE FUNDAMENTAL SKILLS AND MODES OF LEARNING THAT CARRY BEYOND THE CLASSROOM AND THE IMMEDIATE SCHOOL ENVIRONMENT; (6) ENCOURAGE, PROMOTE, AND MAINTAIN PUPIL AND PARENT PARTICIPATION AND APPRECIATION FOR EDUCATION AT ALL AGE LEVELS; AND (7) EVALUATE AND DISSEMINATE THE FINDINGS OF THE PROJECT. INCLUDED ARE DESCRIPTIONS OF VARIOUS PHASES OF THE PROGRAM INCLUDING SUMMER AND MONTHLY INSERVICE WORKSHOPS FOR 100 TEACHERS; SELECTION AND FIELD TESTING OF ESL CURRICULUM MATERIALS; STUDY CONFERENCE FOR EDUCATORS AND COMMUNITY REPRESENTATIVES; AND CONFERENCES AND CLASSES FOR PARENTS. INCLUDED ALSO ARE DESCRIPTION OF THE TYPICAL MEXICAN-AMERICAN FAMILY IN THE COUNTY AND DISCUSSION OF CHANGES INFLUENCED BY THE PROJECT, THE PART PLAYED BY 12 COOPERATING COMMUNITY AGENCIES, AND CONTRIBUTION OF PROJECT ACTIVITIES WITHOUT FEDERAL SUPPORT. (JS)

INSTITUTION NAME: SAN DIEGO CITY SCHOOLS, CALIF.

ACCESSION NUMBER: ED032350

PUBLICATION DATE: 64

TITLE: A MINORITY OF ONE. THE STORY OF THE FRANKLIN JUNIOR HIGH SCHOOL TRAINING NATURAL TALENT PROJECT, 1959-1963.

IDENTIFIER: CALIFORNIA; FRANKLIN JUNIOR HIGH SCHOOL; PROJECT TNT; SAN BERNARDINO; TRAINING NATURAL TALENT

DESCRIPTIVE NOTE: 102P.

REPORTED IS THE FRANKLIN TRAINING NATURAL TALENT (TNT) PROJECT IN A SAN BERNARDINO, CALIFORNIA, JUNIOR HIGH SCHOOL WITH A DISADVANTAGED MEXICAN AMERICAN AND NEGRO STUDENT BODY. GOALS OF TNT WERE TO IDENTIFY AND SELECT THE TOP 25 PERCENT OF THE SEVENTH GRADE, ORGANIZE A SERIES OF ORIENTATION MEETINGS FOR THE PARENTS OF THE SELECTED STUDENTS, AND PROVIDE EDUCATIONAL AND CULTURAL FIELD TRIPS FOR THESE STUDENTS. THE DOCUMENT DESCRIBES VARIOUS FEATURES OF TNT. (NH)

INSTITUTION NAME: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED032520

PUBLICATION DATE: SEP 69

TITLE: LANGUAGE VARIETIES ALONG THE U.S.-MEXICAN BORDER.

PERSONAL AUTHOR: ORNSTEIN, JACOB

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED TO THE SOCIOLINGUISTICS SECTION OF THE 2ND INTERNATIONAL CONGRESS OF APPLIED LINGUISTICS, CAMBRIDGE, ENGLAND, SEPTEMBER 8-12, 1969.

THE U.S. SOUTHWEST AND PARTICULARLY THE REGION ALONG THE 1000-MILE LONG U.S.-MEXICAN BOUNDARY, OFFERS A READY LABORATORY FOR THE OBSERVATION OF MANY PHASES OF MULTILINGUALISM AND MULTICULTURALISM. THE AUTHOR FEELS, HOWEVER, THAT THE RICH SOCIOLINGUISTIC MATERIAL OF THE AREA HAS SUFFERED FROM OVER-SIMPLIFICATION AND NEGLECT. VERY FEW SYNCHRONIC STUDIES ALONG MODERN LINGUISTIC LINES HAVE APPEARED. HE BELIEVES THAT THE BILINGUAL EDUCATION ACT OF 1968 AND THE SOCIOLINGUISTIC STUDY ON SOUTHWEST SPANISH, SUPPORTED BY THE UNIVERSITY OF TEXAS AT EL PASO'S RESEARCH INSTITUTE, WILL HELP CHANGE THE SITUATION. AFTER EXPLAINING BRIEFLY THE AIMS OF THE SOCIOLINGUISTIC STUDY, THE AUTHOR PRESENTS A SURVEY OF THE HISTORICAL EVOLUTION OF THE STUDY OF MULTILINGUALISM. HE ALSO SUGGESTS A SCHEMA OF THE LANGUAGE SITUATION OF THE SOUTHWEST. (DO)

ACCESSION NUMBER: ED032529

PUBLICATION DATE: 25 AUG 69

TITLE: A BRIEF STUDY OF SPANISH-ENGLISH BILINGUALISM: FINAL REPORT, RESEARCH PROJECT ORR-LIBERAL ARTS-15504.

PERSONAL AUTHOR: LANCE, DONALD M.

DESCRIPTIVE NOTE: 102P.

THE FIVE PAPERS IN THIS REPORT PRESENT PARTIAL ANALYSES OF DATA COLLECTED FOR AN EXPLORATORY RESEARCH PROJECT. THE FIVE PAPERS ARE: (1) "DISCUSSION OF RESEARCH PROCEDURES AND GENERAL OBSERVATIONS REGARDING BILINGUALISM," DONALD M. LANCE; (2) "SOME COMMENTS ON THE ENGLISH OF EIGHT BILINGUALS," GAIL MCBRIDE SMITH; (3) "ANALYSIS OF THE ENGLISH OF FOUR SPANISH-SPEAKING FOREIGN STUDENTS," BARBARA TAYLOR WARD; (4) "DIALECTAL AND NONSTANDARD FORMS IN TEXAS SPANISH," DONALD M. LANCE; AND (5) "THE MIXING OF ENGLISH AND SPANISH," DONALD M. LANCE. DR. LANCE HAS ALSO WRITTEN A SECTION "CONCLUSIONS AND IMPLICATIONS." HE CONCLUDES THAT THE CAUSE OF THE NONSTANDARD ENGLISH USAGE OF BILINGUALS IS NOT ONLY SPANISH INTERFERENCE BUT ALSO LANGUAGE DEVELOPMENT, PARTICULARLY IN CHILDREN, AND THE USE OF DIALECT FORMS THAT ARE ALSO COMMON THROUGHOUT THE "ANGLO" AND NEGRO COMMUNITIES. EVIDENCE ALSO INDICATES THAT WHEN MEXICAN-AMERICANS MIX ENGLISH AND SPANISH TOGETHER IN THE SAME SENTENCE THE RESULT IS NOT A CREOLIZED LANGUAGE BUT INSTEAD A VERY RELAXED AND ARBITRARY SWITCHING OF CODES, BOTH OF WHICH ARE AVAILABLE FOR USE AT ANY TIME. APPENDICES GIVE A LIST OF INTERVIEWERS AND INFORMANTS, INCIDENCE OF MIXING OF ENGLISH AND SPANISH, AND A NON-PARAMETRIC STATISTICAL ANALYSIS OF THE WORD-COUNT IN APPENDIX II. (DO)

INSTITUTION NAME: TEXAS A AND M UNIV., COLLEGE STATION. COLL. OF LIBERAL ARTS.

ACCESSION NUMBER: ED032950

PUBLICATION DATE: 26 OCT 67

TITLE: THE MEXICAN AMERICAN, A NEW FOCUS ON OPPORTUNITY. TESTIMONY PRESENTED AT THE CABINET COMMITTEE HEARINGS ON MEXICAN AMERICAN AFFAIRS (EL PASO, TEXAS, OCTOBER 26-28, 1967).

DESCRIPTIVE NOTE: 233P.

STATEMENTS PRESENTED AT THE CABINET COMMITTEE HEARINGS' ON MEXICAN AMERICAN AFFAIRS BY 52 MEN AND WOMEN OF DIVERGENT BACKGROUNDS AND PROFESSIONS ON THE PROBLEMS FACING MEXICAN AMERICANS ARE GIVEN. THE TOPICS COVERED ARE IN THE AREAS OF AGRICULTURE; LABOR; HEALTH, EDUCATION, AND WELFARE; THE WAR ON POVERTY; AND THE GENERAL IMPROVEMENT OF THE ECONOMIC AND SOCIAL CONDITIONS OF THE MEXICAN AMERICAN. POSITIVE ATTITUDES AND ACTION FOR CONSIDERATION AND INCORPORATION INTO GOVERNMENTAL POLICY AND SOCIAL STRUCTURE ARE REFLECTED IN THEIR TESTIMONY. (CM)

INSTITUTION NAME: INTERAGENCY COMMITTEE ON MEXICAN AMERICAN AFFAIRS, WASHINGTON, D.C.

ACCESSION NUMBER: ED032951

PUBLICATION DATE: JUN 65

TITLE: SPANISH PROGRAM FOR SPANISH SPEAKING STUDENTS, MERCED CITY SCHOOL DISTRICT.

DESCRIPTIVE NOTE: 56P.

THE OBJECTIVES OF THE TENAYA SCHOOL, A 6TH, 7TH AND 8TH GRADE SCHOOL IN THE MERCED CITY SCHOOL DISTRICT, CALIFORNIA, ARE TO TEACH SPANISH IN HOMOGENEOUS CLASSES TO ITS MEXICAN AMERICAN STUDENTS (50%) AND TO ENHANCE THEIR SELF ESTEEM BY STRESSING THE CULTURAL AND ACADEMIC ADVANTAGES OF BILINGUALISM. THE QUALIFICATIONS OF A SPECIAL TEACHER NEEDED TO CARRY OUT THE PILOT PROGRAM AND TO WORK WITH CONSULTANTS ARE OUTLINED. PROPOSED METHODS OF EVALUATING THE PROGRAM ARE GIVEN. THE TENAYA SPANISH PROGRAM AND CURRICULUM, AND THE MATERIALS AND RESOURCES USED ARE DISCUSSED. INCLUDED IS A REPORT ON THE PLACEMENT TEST USED FOR GROUPING 180 SPANISH-SPEAKING STUDENTS AND A BRIEF DESCRIPTION OF THE PROGRAM AS VIEWED BY A CONSULTANT. THE FINAL REPORT SUBMITTED TO THE STATE DEPARTMENT OF EDUCATION IS EMPHASIZED. A BREAKDOWN OF COSTS INVOLVED IS ALSO GIVEN. COPIES OF THE SPANISH PLACEMENT TEST AND THE SPANISH PLACEMENT QUESTIONNAIRE CONCLUDE THE DOCUMENT. (CM)

AVAILABILITY: TENAYA SCHOOL, 760 WEST 8TH STREET, MERCED, CALIFORNIA 95340 ($1.50).

INSTITUTION NAME: MERCED CITY SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED032958

PUBLICATION DATE: SEP 69

TITLE: BIBLIOGRAPHY OF LITERATURE BOOKS RELATED TO SPANISH HISTORY AND CULTURE.

DESCRIPTIVE NOTE: 17P.

APPROXIMATELY 90 BOOKS, PUBLISHED BETWEEN 1946 AND 1969, RELATED TO SPANISH-SPEAKING PEOPLE AND THEIR CULTURE, ARE PRESENTED IN THIS ANNOTATED BIBLIOGRAPHY. IT IS INTENDED AS A GUIDE FOR SCHOOLS WISHING TO DEVELOP LITERATURE SELECTIONS DEPICTING THE CULTURE AND HISTORY OF SPANISH-SPEAKING PEOPLE AT THE ELEMENTARY LEVEL. BOOKS WRITTEN IN BOTH SPANISH AND ENGLISH, AND IN ONLY SPANISH ARE INCLUDED. EACH ANNOTATED ENTRY ALSO INCLUDES THE VOLUME PRICE AND THE GRADE LEVEL FOR WHICH IT WAS INTENDED. (DK)

INSTITUTION NAME: DETROIT PUBLIC SCHOOLS, MICH.

ACCESSION NUMBER: ED032966

PUBLICATION DATE: MAR 68

TITLE: A RESOURCE AND REFERENCE BIBLIOGRAPHY ON TEACHING AND COUNSELING THE BILINGUAL STUDENT.

PERSONAL AUTHOR: CASKEY, OWEN L., COMP.; HODGES, JIMMY, COMP.

DESCRIPTIVE NOTE: 48P.

CITATIONS FOR 733 SELECTED REFERENCES PUBLISHED BETWEEN 1914-1967 COVER MATERIALS ON THE TEACHING AND COUNSELING OF BILINGUAL STUDENTS. THE PURPOSE OF THE BIBLIOGRAPHY IS TO PROVIDE AS EXTENSIVE AND HELPFUL REFERENCES AS POSSIBLE. LITERATURE DEALING WITH INDIAN AND MEXICAN AMERICAN CHILDREN IS INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (DB)

INSTITUTION NAME: TEXAS TECHNOLOGICAL COLL., LUBBOCK. SCHOOL OF EDUCATION.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED032972

PUBLICATION DATE: APR 69

TITLE: TEXAS LABOR MOBILITY, EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT.

IDENTIFIER: *TEXAS LABOR MOBILITY PROJECT

DESCRIPTIVE NOTE: 191P.

THE TEXAS LABOR MOBILITY PROJECT'S PURPOSE WAS TO DEMONSTRATE THE EFFECTIVENESS OF USING FINANCIAL ASSISTANCE TO CREATE STABILITY IN MIGRANT WORKERS AND TO REDUCE UNEMPLOYMENT. THE PROGRAM WAS DESIGNED AS A RESEARCH PROJECT TO GATHER INFORMATION ABOUT ALL PHASES OF THE MOBILITY PROJECT. THIS WAS HANDLED THROUGH THE TEXAS EMPLOYMENT COMMISSION. IN RECRUITING FOR THE PROJECT, APPLICANTS FOUND IN THE ACTIVE FILES OF THE SUPPLY AREA TEXAS EMPLOYMENT COMMISSION OFFICES WERE GIVEN FIRST CONSIDERATION. APPLICANTS WERE CAREFULLY SCREENED TO MEET ELIGIBILITY CRITERIA AND HAD TO REASSESS THEIR INTEREST IN RELOCATING. JOB DEVELOPMENT WAS CONDUCTED WITH THE REALIZATION THAT THERE WAS A LARGE SURPLUS OF UNEMPLOYED MANPOWER IN ALL OF THE SUPPLY AREAS. INTERESTED COMPANIES FROM DIFFERENT AREAS OF TEXAS WERE LISTED WITH PAY RATE AND JOB TYPES. THE MAJOR ROLE OF THE TEXAS EMPLOYMENT COMMISSION WAS LOCATING SUITABLE HOUSING FOR THE RELOCATED FAMILIES. HOUSING, WORK, AND PERSONAL PROBLEMS CAUSED MOST OF THE ADJUSTMENT PROBLEMS. IT WAS CONCLUDED THAT THE LABOR MOBILITY IS A FEASIBLE AND PRACTICAL IMPLEMENT TO (1) ASSIST IN ALLEVIATING CONDITIONS OF LABOR SURPLUS AND LABOR SHORTAGE, AND (2) AFFORD OPPORTUNITY FOR SOCIAL ADVANCEMENT OF DISADVANTAGED PEOPLE. THE APPENDICES INCLUDE FORMS USED, STATISTICS, AND CASE HISTORIES. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (CM)

INSTITUTION NAME: TEXAS EMPLOYMENT COMMISSION, AUSTIN.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED033185

PUBLICATION DATE: 69

TITLE: ASSIMILATION THRU CULTURAL UNDERSTANDING. ESEA TITLE III - PHASE III. PART II: NARRATIVE REPORT; APPLICATION FOR CONTINUATION GRANT. PART III: PROJECTED ACTIVITIES. ATTACHMENTS.

IDENTIFIER: BILINGUAL PROGRAM; *ELEMENTARY SECONDARY EDUCATION ACT TITLE III PROGR; HOBOKEN; NEW JERSEY TITLE VII ESEA PROGRAM

DESCRIPTIVE NOTE: 56P.

THIS APPLICATION FOR CONTINUATION GRANT SEEKS $178,827 UNDER TITLE III, E.S.E.A. TO CONTINUE THE IMPLEMENTATION OF SUCH PHASE II GOALS AS THE IDENTIFICATION, ASSESSMENT, AND FURTHER DEVELOPMENT OF THE POTENTIAL OF CULTURALLY HANDICAPPED CHILDREN, THE DEVELOPMENT OF A PRODUCTIVE COMMUNITY AND CLASSROOM RAPPORT, THE DEVELOPMENT OF AN EFFECTIVE BILINGUAL CURRICULUM, THE PREPARATION AND TRAINING OF PRESENT STAFF AND PROSPECTIVE TEACHERS TO ADEQUATELY MEET THE NEEDS OF CLASSES COMPOSED OF HIGH PERCENTAGES OF LINGUISTICALLY AND CULTURALLY HANDICAPPED CHILDREN; THE UTILIZATION OF ALL RESOURCES AVAILABLE TO THE COMMUNITY; AND THE SERVING AS A DEMONSTRATION ARENA FOR THE DEVELOPMENT OF NEW PRACTICES AND PROCEDURES IN THIS AREA. OF PARTICULAR NOTE AS AN AREA OF INNOVATION IS THE PROPOSED "WORK-STUDY" BILINGUAL JR. AND SR. HIGH SCHOOL "STUDENT-TEACHER AIDES" PROJECT. THE PROPOSAL INCLUDES COMPREHENSIVE SUMMARIES AND EVALUATION OF SUCH PHASE II ACTIVITIES AS BILINGUAL EDUCATION AT HOBOKEN, N.J., THE TEACHER ATTITUDINAL SURVEY, THE STUDENT TEACHER AIDE PROGRAM, AND THE HUMAN RESOURCE CENTER. SEE ALSO ED 024 712 AND ED 024 713 FOR EARLIER DOCUMENTS IN THIS SERIES. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL REPRODUCIBILITY OF ORIGINAL DOCUMENT . (EM)

INSTITUTION NAME: HOBOKEN BOARD OF EDUCATION, N.J.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED033767

PUBLICATION DATE: 67

TITLE: EFFECTS OF SOCIAL REINFORCEMENT ON SELF-ESTEEM OF MEXICAN-AMERICAN CHILDREN. LONG ABSTRACT.

PERSONAL AUTHOR: FIRMA, THEREZA PENNA

DESCRIPTIVE NOTE: 6P.

MEXICAN-AMERICAN SCHOOL CHILDREN ARE HANDICAPPED BY POOR ACADEMIC PERFORMANCE AND LOW SELF-ESTEEM. THIS STUDY HYPOTHESIZED THAT REINFORCEMENT AND REWARD TECHNIQUES USED TO PROMOTE SELF-ESTEEM SHOULD INCLUDE ACTIVITIES RELEVANT TO BOTH MEXICAN AND AMERICAN CULTURES. SPECIFIC PREDICTIONS WERE THAT (1) THE MOST EFFECTIVE TREATMENT WOULD BE REINFORCEMENT OF ACHIEVEMENT BEHAVIOR USING REWARDS ACCEPTABLE TO THE MEXICAN COMMUNITY, (2) THE SECOND MOST EFFECTIVE TREATMENT WOULD BE REINFORCEMENT OF SOCIOEMOTIONAL BEHAVIOR USING NON-MEXICAN REWARDS, AND (3) THE LEAST EFFECTIVE TREATMENT WOULD BE REINFORCEMENT OF SOCIOEMOTIONAL BEHAVIOR USING MEXICAN REWARDS AND REINFORCEMENT OF ACHIEVEMENT BEHAVIOR USING NON-MEXICAN REWARDS. SUBJECTS WERE 56 LOW ACHIEVING MEXICAN-AMERICAN CHILDREN, GRADES 1 TO 4. CHILDREN WERE RANDOMLY ASSIGNED TO TREATMENT GROUPS THAT STRESSED SIMPLE ACADEMIC TASKS, AND REWARDS FOR SELECTED BEHAVIORS. RESULTS FROM PRE- AND POSTTESTING ON A VARIETY OF TESTS DID NOT CONFIRM SPECIFIC PREDICTIONS, BUT DID SUPPORT THE GENERAL HYPOTHESIS OF A BICULTURAL APPROACH TO IMPROVE MEXICAN-AMERICAN CHILDREN'S SELF-ESTEEM. (DR)

ACCESSION NUMBER: ED033771

PUBLICATION DATE: 66

TITLE: GATEKEEPERS IN THE PROCESS OF ACCULTURATION.

PERSONAL AUTHOR: KURTZ, NORMAN RUDOLPH

DESCRIPTIVE NOTE: 311P.; DOCTORAL THESIS SUBMITTED TO THE GRADUATE SCHOOL OF THE UNIVERSITY OF COLORADO (DENVER, 1966).

THE TERM GATEKEEPERS IN THE CONTEXT OF THIS STUDY IS USED TO DESCRIBE AN INDIVIDUAL WHO ACTS AS A LINK BETWEEN SPANISH AMERICANS AND THE URBAN CULTURE SYSTEM BY INTRODUCING SPANISH AMERICANS TO SITUATIONS IN WHICH THEY CAN BECOME SOCIALIZED TO ANGLO URBAN ROLES. A SAMPLE OF 73 GATEKEEPERS IN THE CITY OF DENVER, COLORADO, WAS SELECTED ON A REPUTATIONAL BASIS, AND EACH SELECTED GATEKEEPER WAS ASKED ABOUT HIS HELPING ACTIVITIES IN RELATION TO EACH OF 9 SOCIAL ROLES: (1) WORKER; (2) DWELLER; (3) CHURCH MEMBER; (4) MANAGER OF FUNDS; (5) PATIENT; (6) WELFARE CLIENT; (7) ORGANIZATION MEMBER; (8) LEGAL CLIENT; AND (9) MASS CONSUMER. IN ADDITION, EACH GATEKEEPER WAS ASKED TO CITE OTHER INDIVIDUALS WHOM HE UTILIZED IN CARRYING OUT GATEKEEPING ACTIVITIES, THUS ESTABLISHING A CROSS-REFERENCE OF OTHER GATEKEEPERS. CLUSTER ANALYSIS WAS SELECTED AS THE TECHNIQUE FOR ISOLATING CLIQUES FORMED BY THE CROSS-CITATION OF THE GATEKEEPERS. FIFTEEN SUCH CLIQUES WERE IDENTIFIED IN THIS MANNER. A CONCLUSION OF THE STUDY IS THAT THE INFORMAL NATURE OF THE IDENTIFIED GATEKEEPING SYSTEM WOULD BE ENHANCED BY BRINGING INFLUENTIAL GATEKEEPERS TOGETHER AS A PANEL OF LEADERS TO FORM A CENTRAL GATEKEEPING STATION. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (EV)

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED033777

PUBLICATION DATE: 28 MAR 69

TITLE: THE SAN ANTONIO CONFERENCE. BILINGUAL--BICULTURAL EDUCATION---WHERE DO WE GO FROM HERE? (SAN ANTONIO, TEXAS, MARCH 28-29, 1969)

PERSONAL AUTHOR: BERNAL, ERNEST M., JR., ED.

DESCRIPTIVE NOTE: 117P.

THE PURPOSE OF THE SAN ANTONIO CONFERENCE WAS THREEFOLD: (1) TO PROVIDE A PLANNING BASE FOR THE ENGLISH AS A SECOND LANGUAGE INSTITUTE TO BE HELD AT ST. MARY'S UNIVERSITY; (2) TO HAVE A SHORT-TERM IMPACT ON SOME OF THE EDUCATIONAL PRACTICES IN CENTRAL AND SOUTH TEXAS; AND (3) TO PROVIDE THE U. S. OFFICE OF EDUCATION A COMPENDIUM OF THE BASIC LONG-RANGE EDUCATIONAL NEEDS OF THE MEXICAN AMERICAN COMMUNITY IN TEXAS AND A SET OF RECOMMENDATIONS FOR FUTURE PROGRAM FUNDING TO MEET THESE NEEDS. REPRESENTATIVES FROM THE MEXICAN AMERICAN COMMUNITY, TEACHER TRAINING INSTITUTIONS, REGIONAL SERVICE CENTERS, PROFESSIONAL TEACHERS, AND SCHOOL BOARD MEMBERS WERE INVITED. INCLUDED IN THE CONFERENCE PROCEEDINGS ARE: (1) THE KEYNOTE ADDRESS AND THE BANQUET SPEECH; (2) RECOMMENDATIONS AND FINAL REPORTS MADE BY 6 GROUPS; AND (3) POSITION PAPERS WRITTEN BY THE VARIOUS DISCUSSION LEADERS. A RELATED DOCUMENT IS ED 027 444. (CM)

INSTITUTION NAME: SAINT MARY'S UNIV., SAN ANTONIO, TEX.

ACCESSION NUMBER: ED033791

PUBLICATION DATE: 14 NOV 69

TITLE: BILINGUAL EDUCATION COMMITMENT AND INVOLVEMENT. REPORTS.

PERSONAL AUTHOR: OLSTAD, CHARLES, ED.

DESCRIPTIVE NOTE: 55P.; PAPERS PRESENTED AT THE 6TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION (TUCSON, ARIZONA, NOVEMBER 14-15, 1969).

THIS REPORT CONSISTS OF PAPERS PRESENTED DURING THE 6TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION. SEVEN PAPERS ARE INCLUDED IN THE REPORT: (1) COMMUNITY INVOLVEMENT IN BILINGUAL PROGRAMS OF LAS CRUCES PUBLIC SCHOOLS; (2) BILINGUAL EDUCATION--A COMMITMENT TO COMMUNITY DEVELOPMENT; (3) THE COMMITMENT OF A STATE DEPARTMENT OF EDUCATION TO BILINGUAL EDUCATION; (4) ORGANIZATIONAL INVOLVEMENT IN EDUCATIONAL CHANGE; (5) INVOLVEMENT OF THE INDIAN COMMUNITY IN PLANNING; DEVELOPING AND INSTITUTING EDUCATIONAL PROGRAMS RELEVANT TO THEM; (6) UNIVERSITY COMMITMENT TO BILINGUAL EDUCATION; (7) AN EARLY CHILDHOOD EDUCATION MODEL--A BILINGUAL APPROACH. A BRIEF ANNOTATION OF EACH OF THE PAPERS IS PRESENTED IN THE INTRODUCTION TO THE REPORT. (TL)

AVAILABILITY: CHARLES STUBING, PUBLICATIONS MANAGER, DEPARTMENT OF MODERN LANGUAGES, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO 88001 ($2.50).

INSTITUTION NAME: SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION, LAS CRUCES, N. MEX.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED033806

PUBLICATION DATE: 69

TITLE: MEXICAN AMERICAN EDUCATION RESEARCH PROGRAM: SOLUTIONS IN COMMUNICATIONS. REPORT TO THE CALIFORNIA STATE DEPARTMENT OF EDUCATION.

DESCRIPTIVE NOTE: 14P.

THE REPORT DESCRIBES AN EVALUATIONAL STUDY OF A SERIES OF 8 TELEVISION PROGRAMS FOR IN-SERVICE TRAINING OF TEACHERS OF MEXICAN-AMERICAN CHILDREN WITH LANGUAGE DIFFICULTIES. THREE GROUPS OF TEACHERS (2 EXPERIMENTAL GROUPS AND 1 CONTROL GROUP) AND THEIR CLASSROOM STUDENTS PARTICIPATED IN THE EVALUATION. ONE OF THE EXPERIMENTAL GROUPS WAS GIVEN DISCUSSION LEADERSHIP AFTER EACH TELEVISION LESSON AND THE OTHER GROUP VIEWED THE LESSON WITHOUT DISCUSSION. THE CONTROL GROUP DID NOT VIEW THE TELEVISION SERIES. CONCLUSIONS WERE THAT TEACHERS IN BOTH EXPERIMENTAL GROUPS SCORED SIGNIFICANTLY HIGHER THAN THE CONTROL GROUP ON A WRITTEN TEST ABOUT LANGUAGE DIFFICULTIES OF MEXICAN-AMERICAN CHILDREN. HOWEVER, DIFFERENCES IN STUDENT PERFORMANCE BETWEEN THE 3 GROUPS WERE NOT SIGNIFICANT. THE TEACHER TEST CORRESPONDING TO THE TELEVISION SERIES AND A LIST OF RELATED MATERIALS ARE APPENDED. (TL)

INSTITUTION NAME: SANTA CLARA COUNTY OFFICE OF EDUCATION, SAN JOSE, CALIF.

ACCESSION NUMBER: ED033808

PUBLICATION DATE: 69

TITLE: NUEVAS VISTAS, A REPORT OF THE ANNUAL CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION (2ND, SACRAMENTO, CALIFORNIA, 1968).

DESCRIPTIVE NOTE: 33P.

PAPERS PRESENTED AT THE SECOND ANNUAL NUEVAS VISTAS CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION ARE CONTAINED IN THIS REPORT. THE BROAD AREAS COVERED ARE: (1) SOCIOLOGICAL VIEWS OF THE MEXICAN AMERICAN; (2) PROBLEMS OF MEXICAN AMERICAN STUDENTS; AND (3) REPORTS OF RESEARCH PROJECTS CONCERNED WITH MEXICAN AMERICAN EDUCATION. SUMMARIES OF PANEL DISCUSSIONS ON MEXICAN AMERICAN EDUCATION ARE ALSO PRESENTED. A RELATED DOCUMENT IS ED 020 844. (TL)

INSTITUTION NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.

ACCESSION NUMBER: ED036720

PUBLICATION DATE: 69

TITLE: ATTITUDES OF ADMINISTRATORS TOWARD INSTRUCTIONAL PROGRAMS FOR ADULTS WITH SPANISH SURNAMES.

PERSONAL AUTHOR: STEEVES, ROY W.

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 18P.

IN MAY 1966, THE BUREAU OF ADULT EDUCATION, CALIFORNIA STATE DEPARTMENT OF EDUCATION, CONDUCTED A QUESTIONNAIRE SURVEY ON ACCEPTED PROGRAM PRACTICES AND ON ATTITUDES OF ADMINISTRATORS OF SCHOOL DISTRICT PROGRAMS TOWARD INNOVATIVE PRACTICES IN INSTRUCTION FOR NON ENGLISH SPEAKING, SPANISH SURNAME ADULTS. OF 366 PROGRAM ADMINISTRATORS QUERIED, 191 RESPONDED. FINDINGS ON EXISTING PRACTICES, AS WELL AS ON ATTITUDES TOWARD MOBILE RESOURCE UNITS, INSTRUCTIONAL MATERIALS, USE OF ETHNIC GROUP LEADERS, AND KINDRED MATTERS, INDICATED THAT THERE IS GREAT FLEXIBILITY IN PROGRAM ADMINISTRATION; THAT EDUCATORS ARE EXPERIMENTING WITH VARIOUS MEANS OF COPING WITH EDUCATIONAL PROBLEMS IN THEIR COMMUNITIES; AND THAT MOST ADMINISTRATORS ARE RESPONSIVE TO EFFORTS BY THE STATE TO BRING ABOUT CHANGE. (LY)

INSTITUTION NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.

ACCESSION NUMBER: ED036807

TITLE: TEACHING THE EDUCATIONALLY DISADVANTAGED HISPANO CHILD AT THE K-3 LEVEL.

PERSONAL AUTHOR: SEPULVEDA, BETTY R.

DESCRIPTIVE NOTE: 4P.

CONTENDING THAT LANGUAGE IS THE SINGLE GREATEST BLOCK TO DEVELOPING A DEPRIVED HISPANO CHILD'S FULL LEARNING POTENTIAL, THIS PRIMARY TEACHER PROPOSES A RE-EXAMINATION OF READING READINESS PROCEDURES AT THE K-3 LEVEL. SHE MAINTAINS THAT DISADVANTAGED CHILDREN ARE NOT NON-VERBAL, AS THEY ARE OFTEN MIS-CATEGORIZED, BUT HAVE TREMENDOUS DIFFICULTY ASSIMILATING THE MIDDLE-CLASS LEARNING STRUCTURE, BECAUSE THEY ACTUALLY SPEAK A "POVERTY DIALECT," QUITE DIFFERENT FROM STANDARD SPOKEN ENGLISH. BECAUSE OF THIS, THE TRADITIONAL APPROACH TO TEACHING READING IS FUNDAMENTALLY WRONG ON TWO COUNTS: (1) THE PRESENT CURRICULUM DOES NOT PROVIDE FOR A TRANSITION PROGRAM TO BRIDGE THE FORMAL LANGUAGE GAP THAT EXISTS INITIALLY BETWEEN DISADVANTAGED AND MIDDLE-CLASS CHILDREN, AND (2) TEACHING READING BEFORE FORMAL LANGUAGE USAGE ESTABLISHES A SUBSTANTIAL LANGUAGE BARRIER WHICH INHIBITS LEARNING IN ALL AREAS. (LEARNING TO READ IS ACTUALLY THE THIRD STEP IN LANGUAGE LEARNING, AND SHOULD ONLY BE ATTEMPTED AFTER THE LISTENING AND SPEAKING SKILLS HAVE BEEN ACQUIRED.) BASED ON THE ASSUMPTION THAT PUPILS MUST BE ABLE TO UNDERSTAND AND SPEAK FORMAL STANDARD ENGLISH BEFORE THEY CAN PROFIT FROM PUBLIC SCHOOL EDUCATION, THE AUTHOR HAS DEVELOPED A METHODOLOGY CALLED "FORMAL LANGUAGE LEARNING" TO HELP THE PUPIL ACQUIRE FORMAL SPOKEN USAGE THROUGH FUNCTIONAL ACTIVITIES. (FB)

ACCESSION NUMBER: ED036831

PUBLICATION DATE: JUN 67

TITLE: VOCATIONAL MATURITY OF MEXICAN-AMERICAN YOUTH. RESEARCH STUDY SERIES, 1966-67. FINAL PRELIMINARY REPORT.

PERSONAL AUTHOR: WILSTACH, ILAH M.

DESCRIPTIVE NOTE: 69P.

THE PURPOSE OF THIS STUDY WAS: (1) TO REPLICATE EARLIER STUDIES ON VOCATIONAL MATURITY BY SUPER AND CRITES, NEITHER OF WHICH INCLUDED MEXICAN-AMERICANS IN THEIR SAMPLINGS; (2) TO RESTRICT THE STUDY TO MEXICAN-AMERICAN POPULATIONS IN BOTH URBAN AND RURAL AREAS OF CALIFORNIA; (3) TO MAKE INTRA-STATE COMPARISONS OF FINDINGS; (4) TO COMPARE RESULTS OBTAINED WITH THOSE OF THE ORIGINAL STUDIES AND; (5) TO ESTABLISH A TYPE OF NORMATIVE DATA FOR STUDENTS OF MEXICAN EXTRACTION. A POPULATION OF NINTH GRADE BOYS OF MEXICAN DESCENT WAS USED. A REVIEW OF THE LITERATURE IN AREAS RELATED TO THE STUDY IS PRESENTED AND ORGANIZED INTO CATEGORIES WHICH INCLUDE OCCUPATIONAL CHOICE, VOCATIONAL MATURITY AND SELF CONCEPT. THIS REPORT PROVIDES SOCIOLOGICAL DATA ON THE COMMUNITIES AND SCHOOLS USED IN THE STUDY. ALTHOUGH THE DOCUMENT REPORTS IN PART FINDINGS ON SUCH ITEMS AS THE VOCATIONAL MATURITY INTERVIEW AND THE VOCATIONAL DEVELOPMENT INVENTORY FINAL CONCLUSIONS DEPEND ON THE OUTCOME OF THE STUDY TOWARD WHICH ALL INITIAL WORK HAS BEEN DIRECTED. AN EXTENSIVE BIBLIOGRAPHY AND APPENDIX IS INCLUDED. (AUTHOR/EW)

INSTITUTION NAME: LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS, CALIF.

ACCESSION NUMBER: ED037248

PUBLICATION DATE: AUG 69

TITLE: FAMILY FACTORS RELATED TO COMPETENCE IN YOUNG, DISADVANTAGED MEXICAN-AMERICAN CHILDREN. PART OF THE FINAL REPORT ON HEAD START EVALUATION AND RESEARCH: 1968-69 TO THE OFFICE OF ECONOMIC OPPORTUNITY.

PERSONAL AUTHOR: STEDMAN, JAMES M.; MCKENZIE, RICHARD E.

IDENTIFIER: SEMANTIC DIFFERENTIAL

DESCRIPTIVE NOTE: 24P.

AS PART OF THE CONTINUING SEARCH FOR THE ENVIRONMENTAL ANTECEDENTS OF COMPETENCE IN YOUNG CHILDREN, THIS STUDY INVESTIGATED SEVERAL PARAMETERS OF A POPULATION OF DISADVANTAGED MEXICAN-AMERICAN CHILDREN. THE FACTORS OF CHILD COMPETENCE ON WHICH THIS STUDY FOCUSED WERE BEHAVIORAL ADJUSTMENT AND LINGUISTIC ABILITY. THE ANTECEDENTS OF COMPETENCE WERE SOUGHT IN FAMILY VARIABLES, SPECIFICALLY IN OVERALL FAMILY CONSTELLATION, PARENTAL LANGUAGE PATTERNS, CHILD-REARING ATTITUDES, PARENTAL SELF-CONCEPT, PARENTAL AND OTHER ROLES WITHIN THE FAMILY, AND VARIOUS ATTITUDINAL CONCEPTS. THE SAMPLE OF DISADVANTAGED MEXICAN-AMERICAN CHILDREN CONSISTED OF 134 5-YEAR-OLD HEAD START ENROLLEES. AFTER THE SUBJECTS WERE RATED ON BEHAVIORAL ADJUSTMENT AND LANGUAGE ABILITY (BY TEACHER RATINGS AND LANGUAGE SCORES), 20 WERE SELECTED FOR A HIGH-ADJUSTMENT, HIGH-LANGUAGE (H-H) GROUP AND 20 OTHERS FOR A LOW-ADJUSTMENT, LOW-LANGUAGE (L-L) GROUP. FAMILIAL DATA WERE COLLECTED ON 15 CHILDREN IN EACH GROUP. ANALYSIS OF THE CHILD COMPETENCE DATA REVEALS A MODERATE RELATIONSHIP BETWEEN BEHAVIORAL ADJUSTMENT AND LINGUISTIC ABILITY. ANALYSIS OF FAMILIAL DATA AND THE CHILD COMPETENCE DATA SUGGESTS MORE ADEQUATE FAMILY ADJUSTMENT AND MORE FAVORABLE "SEMANTIC STRUCTURE" REGARDING SCHOOL-RELATED CONCEPTS IN THE H-H GROUP. (MH)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER.

ACCESSION NUMBER: ED037270

PUBLICATION DATE: 69

TITLE: A STUDY OF ABILITY AND ACADEMIC ACHIEVEMENT LEVELS OF MEXICAN-AMERICAN CHILDREN AGES FOUR THROUGH EIGHT IN SELECTED SUMMER MIGRANT PROGRAMS IN MINNESOTA AND NORTH DAKOTA.

PERSONAL AUTHOR: DREYER, HAROLD B.; AND OTHERS

IDENTIFIER: MINNESOTA; NORTH DAKOTA

DESCRIPTIVE NOTE: 38P.

THE 1969 STUDY, THE FIRST IN A SERIES WHICH ATTEMPTS TO REFLECT THE IMPACT OF SELECTED SUMMER MIGRANT PROGRAMS, YIELDED THE BASE DATA FOR THE ONGOING 3-YEAR STUDY. SOME 228 MEXICAN AMERICAN CHILDREN AGED FROM 4 TO 8 YEARS, ENROLLED IN SPECIAL SUMMER MIGRANT CLASSES, WERE GIVEN THE (1) PEABODY PICTURE VOCABULARY TEST (PPVT), (2) WIDE RANGE ACHIEVEMENT TEST (WRAT), AND (3) SEQUIN FORM BOARD (SFB) FROM THE ARTHUR POINT SCALE. THE PURPOSE WAS TO IDENTIFY PERFORMANCE LEVELS IN SPECIFIC LEARNING SKILLS (VOCABULARY, READING, ARITHMETIC, SPELLING, AND MOTOR PERFORMANCE), TO ESTABLISH WHETHER THOSE LEVELS WERE LOW, AND TO SUGGEST IMPLICATIONS FOR FUTURE EDUCATIONAL PROGRAMS. THE CLASSES WERE LOCATED IN HOLLANDALE, HECTOR, AND MOORHEAD, MINNESOTA AND IN CASSELTON, NORTH DAKOTA. THE RESULTS INDICATED (1) BELOW AVERAGE SCORES ON THE PPVT AND WRAT, (2) AVERAGE SCORES ON THE SFB, (3) NO SIGNIFICANT SEX DIFFERENCES, AND (4) DIFFERENCES IN AGE WHICH CORRELATED WITH THE TIME THE YOUNGSTERS WERE TAKEN OUT OF A SPANISH-SPEAKING ENVIRONMENT AND PLACED IN AN ENGLISH-SPEAKING, STRUCTURED, EDUCATIONAL ENVIRONMENT. PERFORMANCE DEFICIENCIES WERE DUE PRIMARILY TO A LACK OF ENGLISH LANGUAGE SKILLS. (BD)

INSTITUTION NAME: MANKATO STATE COLL., MINN.

ACCESSION NUMBER: ED037287

PUBLICATION DATE: MAR 70

TITLE: SELF CONCEPT: A COMPARISON OF SPANISH-AMERICAN, NEGRO, AND ANGLO ADOLESCENTS ACROSS ETHNIC, SEX, AND SOCIOECONOMIC VARIABLES.

PERSONAL AUTHOR: DEBLASSIE, RICHARD R.; HEALY, GARY W.

IDENTIFIER: TENNESSEE SELF CONCEPT SCALE

DESCRIPTIVE NOTE: 22P.

THE PURPOSES OF THIS 1969 STUDY WERE TO DETERMINE: (1) IF DIFFERENCES EXISTED IN THE SELF CONCEPTS OF NEGRO, ANGLO, AND SPANISH AMERICAN ADOLESCENTS AND (2) THE EXTENT TO WHICH THESE DIFFERENCES WERE INFLUENCED BY ETHNIC GROUP MEMBERSHIP, SOCIOECONOMIC POSITION, AND SEX. THE SAMPLE FOR THE STUDY WAS MADE UP OF 425 ANGLO, 40 NEGRO, AND 142 SPANISH AMERICAN NINTH-GRADE STUDENTS IN A SCHOOL DISTRICT IN SOUTH CENTRAL NEW MEXICO. INSTRUMENTS USED IN THE STUDY WERE THE TENNESSEE SELF CONCEPT SCALE (TSCS) AND THE HOLLINGSHEAD TWO FACTOR INDEX OF SOCIAL POSITION. RESULTS OF THE ANALYSIS INDICATED THAT OF THE 14 INDICES OF SELF CONCEPT ASSESSED BY THE TSCS, 4 SCORES WERE AFFECTED BY THE ETHNICITY VARIABLE. HOWEVER, TOTAL SELF CONCEPT SCORE WAS NOT SIGNIFICANTLY DIFFERENT FOR ANY OF THE 3 ETHNIC GROUPS OR FOR SOCIOECONOMIC POSITION. MALE SUBJECTS HAD HIGHER SELF CONCEPTS THAN FEMALE SUBJECTS WITH REGARD TO PHYSICAL APPEARANCE, HEALTH, SKILLS, AND SEXUALITY. (TL)

INSTITUTION NAME: NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.

ACCESSION NUMBER: ED037292

PUBLICATION DATE: 66

TITLE: MINORITY GROUP - GOVERNMENTAL AGENCY RELATIONS.

PERSONAL AUTHOR: ADAMS, DARRELL K.; AND OTHERS

IDENTIFIER: *COLORADO

DESCRIPTIVE NOTE: 88P.

THE PURPOSE OF THIS 1966 STUDY WAS TO EXPLORE THE RELATIONSHIPS BETWEEN MINORITY GROUPS AND SELECTED GOVERNMENTAL AGENCIES IN COLORADO IN ORDER TO DETERMINE IF DISCRIMINATION WAS PRACTICED IN THE AGENCIES. A 2-PART STUDY WAS DESIGNED. THE FIRST PART WAS RESTRICTED TO THE DENVER AREA AND WAS STRUCTURED TO DETERMINE WHICH GOVERNMENTAL AGENCIES SHOULD BE STUDIED IN DEPTH. AGENCIES SELECTED FOR DETAILED STUDY WERE PUBLIC HOSPITALS, POLICE DEPARTMENTS, AND STATE EMPLOYMENT OFFICES. THE SECOND, OR FOLLOW-UP PHASE, ATTEMPTED TO EXAMINE IN DETAIL THE NATURE AND PATTERN OF CONTACTS BETWEEN MINORITY PERSONS AND THE GOVERNMENTAL AGENCIES DESIGNATED IN THE FIRST PART OF THE STUDY. SOME 344 ANGLO AMERICANS, NEGROES, AND SPANISH AMERICANS WERE INTERVIEWED, AND IT WAS FOUND THAT CITY AGENCIES WERE CONTACTED MOST OFTEN, FOLLOWED BY FEDERAL AGENCIES AND THEN STATE AGENCIES. IT WAS CONCLUDED THAT SOME DISCRIMINATORY CONDUCT HAD BEEN OBSERVED. THE DOCUMENT IS APPENDED WITH INFORMATION ON PROCEDURES USED IN OBSERVING DISCRIMINATION PROCEDURES AND WITH ANSWERS TO MAJOR QUERIES REGARDING THE REPORT AFTER ITS INITIAL RELEASE. (TL)

INSTITUTION NAME: DENVER UNIV., COLO.

ACCESSION NUMBER: ED037293

PUBLICATION DATE: JAN 69

TITLE: EDUCATIONAL ATTAINMENT AND ASPIRATIONS OF RURAL AND URBAN SPANISH-AMERICANS IN TWO SOUTH TEXAS COUNTIES.

PERSONAL AUTHOR: SCOTT, HELEN B.

IDENTIFIER: ATASCOSA COUNTY; BEXAR COUNTY; *TEXAS

DESCRIPTIVE NOTE: 61P. M.S. THESIS

THE PURPOSE OF THIS 1969 MASTER'S THESIS WAS TO OBTAIN INFORMATION ON THE EDUCATION OF SPANISH AMERICANS AND THE RELATIONSHIPS BETWEEN THEIR EDUCATIONAL LEVELS AND SELECTED SOCIOECONOMIC CHARACTERISTICS. THE SAMPLE FOR THE STUDY CONSISTED OF 268 FAMILIES CLASSIFIED AS RURAL AND 276 FAMILIES CLASSIFIED AS URBAN IN 2 TEXAS COUNTIES (ATASCOSA COUNTY AND BEXAR COUNTY, RESPECTIVELY). RESULTS INDICATED THAT THE URBAN GROUP (FROM SAN ANTONIO) ATTAINED A HIGHER EDUCATIONAL LEVEL THAN THE RURAL GROUP. HOWEVER, BOTH GROUPS HAD LOWER EDUCATIONAL LEVELS THAN ANGLO ADULTS IN TEXAS. IT WAS ALSO NOTED THAT FAMILY HEADS BORN IN TEXAS ATTAINED A HIGHER LEVEL OF EDUCATION THAN THOSE BORN IN MEXICO. FURTHERMORE, AS EDUCATIONAL LEVELS OF FAMILY HEADS INCREASED, BOTH FAMILY INCOME AND USE OF ENGLISH IN THE HOME INCREASED. (AUTHOR/TL)

AVAILABILITY: INTER-LIBRARY LOAN FROM LIBRARY, TEXAS A & M COLLEGE, COLLEGE STATION, TEXAS 77843

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED037294

PUBLICATION DATE: 70

TITLE: MEXICAN AMERICANS IN SCHOOL: A HISTORY OF EDUCATIONAL NEGLECT.

PERSONAL AUTHOR: CARTER, THOMAS P.

DESCRIPTIVE NOTE: 247P.

INTENDED AS A RESOURCE TEXT FOR EDUCATIONAL RESEARCHERS, ADMINISTRATORS, TEACHERS, AND OTHER PERSONS INTERESTED IN THE EDUCATION OF MEXICAN AMERICANS, THIS BOOK IS BASED ON A SUBSTUDY OF THE MEXICAN AMERICAN STUDY PROJECT CONDUCTED AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES. DATA WERE DRAWN FROM OVER 250 FORMAL INTERVIEWS WITH SCHOOL PERSONNEL AND SELECTED LAYMEN. IN ADDITION, SPECIAL SCHOOL PROGRAMS AND EVERYDAY CLASSES WERE OBSERVED. THE FIELD RESEARCH WAS CONCENTRATED IN CALIFORNIA AND TEXAS, ALTHOUGH THE OTHER SOUTHWESTERN STATES WERE ALSO VISITED. CONTENTS OF THE BOOK ARE GROUPED UNDER 6 HEADINGS: (1) A HISTORY OF PROBLEMS AND INFLUENCES, (2) FAILURE OF THE CULTURE, (3) THE DEFAULT OF THE SCHOOL, (4) MEXICAN AMERICAN REACTIONS TO SCHOOL AND COMMUNITY, (5) SPECIAL SCHOOL PROGRAMS FOR MEXICAN AMERICAN CHILDREN, AND (6) WHERE TO FROM HERE. A BIBLIOGRAPHY CONTAINING 180 TITLES IS APPENDED. (TL)

AVAILABILITY: COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540 ($4.00)

INSTITUTION NAME: COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED038214

PUBLICATION DATE: 15 JUL 69

TITLE: DIFFERENTIAL PREDICTIVE VALIDITY OF SPECIFIED SELECTION TECHNIQUES WITHIN DESIGNATED SUBGROUPS OF APPLICANTS FOR CIVIL SERVICE POSITIONS: PHASES I AND II. NON-TECHNICAL REPORT.

PERSONAL AUTHOR: NEIDT, CHARLES O.

IDENTIFIER: *COLORADO

DESCRIPTIVE NOTE: 19P.

A GENERAL DISCUSSION IS PRESENTED OF 2 PHASES OF A STUDY DESIGNED TO DETERMINE THE RELATIONSHIP BETWEEN SELECTION TECHNIQUES (USED BY THE STATE OF COLORADO CIVIL SERVICE COMMISSION AND THE CAREER SERVICE AUTHORITY OF THE CITY AND COUNTY OF DENVER) AND ON-THE-JOB PERFORMANCE IN SPECIFIED JOB CLASSIFICATIONS FOR PERSONNEL CLASSIFIED AS NEGRO, SPANISH-SURNAME, OR WHITE. JOBS INCLUDED IN THE LONGITUDINAL ANALYSIS WERE (1) HOSPITAL ATTENDANT AT DENVER GENERAL HOSPITAL, (2) INTERMEDIATE CLERK TYPIST, (3) CLERK STENOGRAPHER, INTERMEDIATE CLERK STENOGRAPHER, AND SENIOR CLERK STENOGRAPHER, (4) CLERK TYPIST, SENIOR CLERK TYPIST, AND DICTATION MACHINE OPERATOR (ALL IN VARIOUS STATE OFFICE SETTINGS), AND (5) RESIDENT SUPERVISOR TRAINEE AT LOOKOUT MOUNTAIN SCHOOL FOR BOYS. TWO QUESTIONS WERE ASKED: (1) IS THERE EVIDENCE OF UNFAIR DISCRIMINATION PRACTICES IN EMPLOYMENT SELECTION? AND (2) HOW ACCURATE IS THE PROBABILITY OF SUCCESS ON THE JOB AS ASSIGNED TO INDIVIDUALS IN THE APPLICANT POPULATION AT THE TIME OF APPLICATION? NO EVIDENCE OF UNFAIR DISCRIMINATION IN TERMS OF ETHNIC GROUP MEMBERSHIP WAS FOUND, BUT IT WAS NOTED THAT IT SHOULD BE POSSIBLE TO IMPROVE SELECTION ACCURACY BY REFINING THE PROCESS BY WHICH THE "PROBABILITY-OF-SUCCESS-ON-THE-JOB-IF-HIRED" IS DETERMINED. A RELATED DOCUMENT IS RC 004 240. (DK)

INSTITUTION NAME: COLORADO CIVIL RIGHTS COMMISSION, DENVER.; DAYTON PUBLIC SECONDARY SCHOOLS, OHIO. VOCATIONAL REHABILITATION OF THE MENTALLY RETARDED.

ACCESSION NUMBER: ED038215

PUBLICATION DATE: 22 MAY 69

TITLE: DIFFERENTIAL PREDICTIVE VALIDITY OF SPECIFIED SELECTION TECHNIQUES WITHIN DESIGNATED SUBGROUPS OF APPLICANTS FOR CIVIL SERVICE POSITIONS: LONGITUDINAL PHASE. FINAL TECHNICAL REPORT.

PERSONAL AUTHOR: NEIDT, CHARLES O.

IDENTIFIER: *COLORADO

DESCRIPTIVE NOTE: 209P.

THE LONGITUDINAL STUDY WAS PHASE 2 OF A STUDY DESIGNED TO DETERMINE THE RELATIONSHIP BETWEEN SELECTION TECHNIQUES (USED BY THE STATE OF COLORADO CIVIL SERVICE COMMISSION AND THE CAREER SERVICE AUTHORITY OF THE CITY AND COUNTY OF DENVER) AND ON-THE-JOB PERFORMANCE IN SPECIFIED JOB CLASSIFICATIONS FOR PERSONNEL CLASSIFIED AS (1) NEGRO, (2) SPANISH-SURNAME, OR (3) WHITE. JOBS INCLUDED IN THE LONGITUDINAL ANALYSIS WERE (1) HOSPITAL ATTENDANT AT DENVER GENERAL HOSPITAL; (2) INTERMEDIATE CLERK TYPIST; (3) CLERK STENOGRAPHER, INTERMEDIATE CLERK STENOGRAPHER, AND SENIOR CLERK STENOGRAPHER; (4) CLERK TYPIST, SENIOR CLERK TYPIST, AND DICTATION MACHINE OPERATOR (ALL IN VARIOUS STATE OFFICE SETTINGS); AND (5) RESIDENT SUPERVISOR TRAINEE AT LOOKOUT MOUNTAIN SCHOOL FOR BOYS. RESULTS ARE PRESENTED IN GRAPHICAL AND STATISTICAL FORM AND INDICATE NO DIFFERENCE IN JOB PERFORMANCE AMONG THE 3 ETHNIC GROUPS. ALSO, ON THE PAPER-AND-PENCIL TESTS USED, THE WHITE GROUPS SCORED CONSISTENTLY HIGHER BUT MEAN ORAL INTERVIEW RATINGS WERE COMPARABLE. IN MOST CASES WHERE DIFFERENCES WERE FOUND, THERE WAS CONSIDERABLE OVERLAPPING OF SCORE DISTRIBUTIONS. EVIDENCE FROM THE STUDY INDICATES THAT THE RELATIONSHIP BETWEEN PREDICTOR VARIABLE AND JOB PERFORMANCE VARIES FROM ONE ETHNIC GROUP TO ANOTHER. A RELATED DOCUMENT IS RC 004 239. (DK)

INSTITUTION NAME: COLORADO CIVIL RIGHTS COMMISSION, DENVER.; COLORADO STATE UNIV., FT. COLLINS. HUMAN FACTORS RESEARCH LAB.

ACCESSION NUMBER: ED038221

PUBLICATION DATE: FEB 70

TITLE: THE MINORITY EXPERIENCE -- A BASIC BIBLIOGRAPHY OF AMERICAN ETHNIC STUDIES.

PERSONAL AUTHOR: CASELLI, RON, COMP.; AND OTHERS

DESCRIPTIVE NOTE: 61P.

APPROXIMATELY 950 BOOKS AND PERIODICALS PUBLISHED BETWEEN 1940 AND 1969 ARE CITED IN THIS BIBLIOGRAPHY PREPARED FOR TEACHERS AND STUDENTS OF AMERICAN MINORITY ETHNIC GROUPS. AFRO AMERICANS, MEXICAN AMERICANS, AND NATIVE AMERICANS ARE THE 3 GROUPS SPECIFICALLY COVERED IN THE BIBLIOGRAPHY. THE TITLES DEALING WITH EACH MINORITY GROUP REFLECT CONCERN FOR MANY AREAS OF INQUIRY. SPECIFIC AREAS OF CONCERN ARE SOCIOLOGY, ECONOMICS, AND PSYCHOLOGY. MOST CITATIONS HAVE BEEN INCLUDED TO PROVIDE A HISTORICAL APPROACH TO CURRENT PROBLEMS. (DK)

INSTITUTION NAME: SONOMA COUNTY SUPERINTENDENT OF SCHOOLS, SANTA ROSA, CALIF.

ACCESSION NUMBER: ED038238

PUBLICATION DATE: 10 APR 70

TITLE: ROCK PROGRAM EVALUATION, 1968 - 1969.

DESCRIPTIVE NOTE: 55P.

THE REGION ONE CURRICULUM KIT (ROCK) WAS UTILIZED AS PART OF A PRESCHOOL INSTRUCTIONAL PROGRAM DURING THE 1968-69 SCHOOL YEAR. THIS REPORT PRESENTS AN ASSESSMENT OF THE PROGRAM. FOUR GROUPS OF SPANISH-SPEAKING STUDENTS WERE TESTED BY THE MICHAEL TEST OF ORAL ENGLISH PRODUCTION. THREE OF THE GROUPS UTILIZED THE ROCK MATERIALS WHICH ARE DESIGNED TO INCREASE THE ORAL ENGLISH DEVELOPMENT OF FIVE-YEAR-OLD NATIVE SPEAKERS OF SPANISH. GROUP FOUR WAS A CONTROL GROUP AND UTILIZED STANDARD BASAL READING MATERIALS. ANALYSIS INDICATED SIGNIFICANT GAINS IN ORAL LANGUAGE EXPRESSION FOR THOSE STUDENTS IN THE EXPERIMENTAL GROUPS WHEN COMPARED TO THE CONTROL GROUP. THE CONCLUSIONS AND RECOMMENDATIONS OF THIS REPORT CALL FOR AN EXPANSION OF THE PROGRAM WITH SPECIFIC EMPHASIS ON TEACHER TRAINING PROGRAMS. (DK)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED038250

PUBLICATION DATE: JAN 69

TITLE: ENTRY SKILLS TO READING USING CLASSROOM MANAGEMENT STRATEGIES: A POSITION STATEMENT.

PERSONAL AUTHOR: SPEISS, MADELEINE; OLIVERO, JAMES

DESCRIPTIVE NOTE: 9P.

THE DEVELOPMENT OF AN ENTRY SKILLS BEHAVIOR PACKAGE DESIGNED AS LESSONS TO PREPARE THE CULTURALLY DIVERGENT CHILDREN OF THE SOUTHWESTERN UNITED STATES FOR BEGINNING READING INSTRUCTION IN EXISTING SCHOOL PROGRAMS IS DESCRIBED. THE SERIES OF 135 DISCRETE LESSONS TEACHES AUDITORY DISCRIMINATION, ASSOCIATIVE VOCABULARY, LISTENING COMPREHENSION, SENSORY ATTRIBUTES, NUMERICAL CONCEPTS, AND MATCHING. A GREATER NUMBER OF LESSONS IN THE ASSOCIATIVE VOCABULARY AREA ARE INCLUDED, SINCE EVIDENCE SHOWS THAT DEFICITS ATTRIBUTABLE TO CULTURALLY DEPRIVED CHILDREN TYPICALLY CLUSTER IN THIS FACTOR. CONTENT MATERIAL IS SELECTED TO MINIMIZE CULTURAL BIAS AND TO FOCUS ON THE NEEDS OF THE TARGET POPULATION. THE CLASSROOM MANAGEMENT STRATEGIES, INCLUDING TOYS AND OTHER EXTRINSIC REWARDS, ARE AN ESSENTIAL FEATURE OF THE PROGRAM. THE PROGRAM IS DESIGNED SO THAT GOALS ARE ALWAYS ATTAINABLE AND VERY HIGH SCORES ARE EXPECTED. OTHER FACTORS CONTRIBUTING TO HIGH SCORES ARE A SHORT TIME-PERIOD FOR THE PRESENTATION OF SINGLE CONCEPTS (30 TO 90 SECONDS); THE SAME FORMAT FOR ALL LESSONS; TESTING IMMEDIATELY AFTER EACH PRESENTATION; EXPLANATIONS OF POSSIBLE REWARDS GIVEN TO THE CHILDREN PRIOR TO THE LESSONS; AND THE USE OF MULTIPLE-CHOICE RESPONSES RATHER THAN FORMS REQUIRING EXPRESSIVE LANGUAGE. (CM)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED038455

PUBLICATION DATE: 68

TITLE: A PROJECT FOR EDUCATIONAL OPPORTUNITIES THROUGH ENRICHED AND IMPROVED EDUCATION PROGRAMS. ESEA TITLE I EVALUATION REPORT, 1967-1968.

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE I

DESCRIPTIVE NOTE: 217P.

THIS REPORT DESCRIBES, EVALUATES AND MAKES RECOMMENDATIONS FOR THE FOLLOWING PROGRAMS: READING IMPROVEMENT, TEAM TEACHING, COUNSELING AND TUTORING, HEAD START FOLLOW-THROUGH, MENTAL HEALTH, AFTER SCHOOL STUDY, PRE-ENTRY ORIENTATION FOR DIAGNOSTIC AND ADJUSTMENT PURPOSES, TEACHER-AIDE ACTIVITY, SCHOOL-COMMUNITY AIDES WORK STUDY, REMEDIAL EDUCATION AND VOCATIONAL TRAINING FOR HIGH SCHOOL DROPOUTS, SUMMER READING, AND REFRESHER INSTRUCTION IN BASIC SUBJECTS. SUPPLEMENTARY HIGH SCHOOL PROGRAMS INCLUDED A REDUCTION OF CLASS SIZE IN MODIFIED GROUPS, ORGANIZATION OF LATIN AMERICAN STUDENT CLUBS TO ENHANCE PUPIL MOTIVATION AND COMMUNITY INVOLVEMENT, AND A TUTORIAL PROGRAM WITH INTENSIVE COUNSELING EMPHASIS FOR JUNIOR HIGH SCHOOL STUDENTS UNABLE TO MAKE THE ADJUSTMENT TO REGULAR CLASSROOMS. SUMMER PROGRAMS INCLUDED CONTINUATION OF SOME PROJECTS INCLUDED ABOVE, IN ADDITION TO PROJECTS IN THE AREAS OF CULTURAL ENRICHMENT, TEACHER WORKSHOPS, LEADERSHIP TRAINING, SCHOOL-COMMUNITY WORKSHOP, AND STUDENT MOTIVATION. A HUMAN RESOURCES WORKSHOP FOR MEXICAN-AMERICAN TEACHERS AND PROGRAMS FOR DELINQUENT AND NEGLECTED CHILDREN ARE ALSO DESCRIBED. APPENDIX INCLUDES ANECDOTAL RECORDS, CASE HISTORIES, AND SAMPLE QUESTIONNAIRES. (KG)

INSTITUTION NAME: DENVER BOARD OF EDUCATION, COLO. SCHOOL DISTRICT NUMBER 1.

ACCESSION NUMBER: ED038765

PUBLICATION DATE: 68

TITLE: SPECIAL NEEDS OF MEXICAN-AMERICANS: PROJECT DESIGN. EDUCATIONAL NEEDS, FRESNO, 1968, NUMBER 27.

PERSONAL AUTHOR: PALOMARES, UVALDO H.

IDENTIFIER: ESEA TITLE 3 PROGRAMS; FRESNO; PROJECT DESIGN

DESCRIPTIVE NOTE: 146P.

EDUCATIONAL NEEDS OF MEXICAN-AMERICANS IN THE FRESNO CITY UNIFIED SCHOOL DISTRICT ARE ASSESSED AS PART OF PROJECT DESIGN, FUNDED UNDER ESEA TITLE III. REPRESENTATIVE CROSS-SECTIONS OF BOTH THE MEXICAN-AMERICAN AND NON-MEXICAN-AMERICAN POPULATIONS OF FRESNO WERE CONTACTED. INDIVIDUALS INTERVIEWED IN GROUPS AND INDIVIDUALLY TOTALLED 153. THE SAMPLE OF MEXICAN-AMERICANS INCLUDED CHILDREN, YOUNG ADULTS, PARENTS, PROFESSIONALS, AND ORGANIZATIONS. THE NON-MEXICAN-AMERICAN POPULATION WAS COMPOSED OF CITIZENS, TEACHERS, PRINCIPALS, SCHOOL MANAGERS, AND ADMINISTRATORS IN CITY AGENCIES INVOLVED WITH MEXICAN-AMERICANS. A CLASSIFICATION MATRIX ESTABLISHED FOR ALL THE REPORTS OF PROJECT DESIGN IS USED TO ORGANIZE THE DATA AND RECOMMENDATIONS. THE MAJOR CONCLUSION IS THAT A NEGATIVE SELF-IMAGE EXISTS AMONG MEXICAN-AMERICAN STUDENTS AND THAT NEGATIVE SCHOOL CONDITIONS SURROUND THEM. RECOMMENDED CHANGES IN THE ATTITUDES OF EDUCATORS AND EDUCATIONAL PROCEDURES ARE OUTLINES. RELATED DOCUMENTS ARE EA 002 841, EA 002 843, AND EA 002 845. (MF)

AVAILABILITY: FRESNO CITY UNIFIED SCHOOL DISTRICT, CALIF. 93707

INSTITUTION NAME: FRESNO CITY UNIFIED SCHOOL DISTRICT, CALIF.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039042

PUBLICATION DATE: JUN 65

TITLE: THE RELATION OF AGE-GRADE READING SKILLS TO ENVIRONMENTAL-CULTURAL FACTORS IN THE LIFE-SPACE OF SCHOLASTICALLY RETARDED ETHNIC GROUPS IN SELECTED SAN LUIS VALLEY PUBLIC SCHOOLS.

PERSONAL AUTHOR: GARDNER, DONALD I.; GARDNER, FLORENE FIELD

IDENTIFIER: *COLORADO; SAN LUIS VALLEY

DESCRIPTIVE NOTE: 84P.; A THESIS SUBMITTED TO ADAMS STATE COLLEGE, ALAMOSA, COLORADO

A STUDY INVOLVING 101 SIXTH-GRADE CHILDREN IN THE SAN LUIS VALLEY PUBLIC SCHOOLS IN COLORADO WAS MADE (1) TO DETERMINE FACTORS CAUSING MEASURABLE DIFFERENCES IN SCHOLASTIC ACHIEVEMENT BETWEEN ANGLO AMERICAN AND SPANISH AMERICAN CHILDREN AND (2) TO SUGGEST METHODS FOR CORRECTING THESE DIFFERENCES. HISTORY OF THE REGION, CULTURAL DIFFERENCES BETWEEN THE ANGLO AND SPANISH AMERICAN GROUPS IN THE REGION, AND TESTS SUITABLE FOR USE IN THE STUDY ARE DISCUSSED. CHILDREN WERE TESTED WITH THE "GATES READING SURVEY TEST" AND WITH THE "PINTNER GENERAL ABILITY TEST: NON-LANGUAGE SERIES." IN ADDITION, A QUESTIONNAIRE WAS ADMINISTERED TO EACH CHILD TO ANALYZE CULTURAL DIFFERENCES IN THE AREA. RESULTS OF THE STUDY INDICATED SIMILAR INTELLIGENCE TEST SCORES AND NOTICEABLE DIFFERENCES IN READING TEST SCORES BETWEEN THE 2 GROUPS, WITH THE SPANISH AMERICAN CHILDREN BEING ABOUT 1 YEAR BEHIND THE ANGLO AMERICAN CHILDREN. VERY LITTLE DIFFERENCE WAS OBSERVED BETWEEN THE 2 GROUPS ON THE ENVIRONMENTAL-CULTURAL FACTORS STUDIED. A BIBLIOGRAPHY OF RELATED PUBLICATIONS AND A COPY OF THE QUESTIONNAIRE USED IN THE STUDY ARE INCLUDED. (DK)

ACCESSION NUMBER: ED039047

PUBLICATION DATE: DEC 69

TITLE: SELECTED READING MATERIALS ON THE MEXICAN AND SPANISH AMERICAN.

PERSONAL AUTHOR: GARCIA, GEORGE J., COMP.

DESCRIPTIVE NOTE: 100P.

BECAUSE OF THE LACK OF LITERATURE BY AND ABOUT MEXICAN AMERICANS, THERE IS A LACK OF UNDERSTANDING OF THIS MINORITY GROUP. THE PURPOSE OF THIS BOOKLET, A COMPILATION OF ARTICLES WRITTEN BY MEXICAN AMERICANS ON THEIR OWN HISTORY AND CULTURE, IS TO CREATE A BETTER UNDERSTANDING OF THEM. ARTICLES ARE GROUPED UNDER 4 GENERAL HEADINGS: (1) HISTORY, (2) CULTURE, (3) INTER-CULTURAL RELATIONS, AND (4) ATTITUDES AND STATUS OF THE CHICANO. A BIBLIOGRAPHY OF SELECTED READINGS ON SPANISH CULTURE IS APPENDED. (TL)

INSTITUTION NAME: DENVER COMMISSION ON COMMUNITY RELATIONS, COLO.

ACCESSION NUMBER: ED039066

PUBLICATION DATE: 70

TITLE: MEXICAN AND MEXICAN-AMERICAN LITERATURE FOR THE JUNIOR HIGH SCHOOL. SHORT STORY, NOVEL, BIOGRAPHY.

DESCRIPTIVE NOTE: 86P.

MEXICAN AND MEXICAN AMERICAN LITERATURE FOR USE WITH EXISTING LITERATURE PROGRAMS IS PRESENTED IN THIS CURRICULUM GUIDE FOR JUNIOR HIGH SCHOOL INSTRUCTION. PURPOSES OF THE GUIDE ARE TO IMPROVE INSTRUCTION FOR BOTH MEXICAN AMERICAN STUDENTS AND THOSE OF OTHER ETHNIC BACKGROUNDS AND TO EMPHASIZE THAT AMERICAN HISTORY AND LITERATURE SHOULD BE REPRESENTATIVE OF ALL GROUPS IN AMERICA. SIX SHORT STORIES ARE REPRODUCED IN FULL WITH RELATED BACKGROUND INFORMATION, VOCABULARY TERMS, REFERENCE MATERIALS, AND SUGGESTED ACTIVITIES. CONTENT DESCRIPTIONS AND REFERENCE MATERIALS ARE PROVIDED FOR A NOVEL AND 3 BIOGRAPHIES. CONCEPTS WHICH HAVE INFLUENCED THE DEVELOPMENT OF MEXICAN AND MEXICAN AMERICAN LITERATURE ARE IDENTIFIED. RELATED DOCUMENTS ARE RC 004 323, RC 004 324, AND RC 004 325. (JH)

AVAILABILITY: SAN JOSE UNIFIED SCHOOL DISTRICT, 1605 PARK AVENUE, SAN JOSE, CALIFORNIA 95114 ($1.50)

INSTITUTION NAME: SAN JOSE UNIFIED SCHOOL DISTRICT, CALIF.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039067

PUBLICATION DATE: 70

TITLE: MEXICAN AND MEXICAN-AMERICAN LITERATURE FOR THE JUNIOR HIGH SCHOOL. POETRY, ESSAY, DRAMA.

DESCRIPTIVE NOTE: 61P.

THREE POEMS, 3 ESSAYS, AND 1 PLAY ARE REPRODUCED IN FULL IN THIS CURRICULUM GUIDE DESIGNED TO SUPPLEMENT TRADITIONAL LITERATURE PROGRAMS WITH MEXICAN AND MEXICAN AMERICAN LITERATURE AT THE JUNIOR HIGH SCHOOL LEVEL. CONTENT DESCRIPTIONS, REFERENCE MATERIALS, AND SUGGESTED ACTIVITIES RELATING TO THE LITERARY WORKS ARE INCLUDED. CONCEPTS WHICH HAVE INFLUENCED THE DEVELOPMENT OF MEXICAN AND MEXICAN AMERICAN LITERATURE ARE IDENTIFIED. RELATED DOCUMENTS ARE RC 004 322, RC 004 324, AND RC 004 325. (JH)

AVAILABILITY: SAN JOSE UNIFIED SCHOOL DISTRICT, 1605 PARK AVENUE, SAN JOSE, CALIFORNIA 95114 ($1.50)

INSTITUTION NAME: SAN JOSE UNIFIED SCHOOL DISTRICT, CALIF.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039068

PUBLICATION DATE: 70

TITLE: MEXICAN AND MEXICAN-AMERICAN LITERATURE FOR THE SENIOR HIGH SCHOOL. SHORT STORY, NOVEL, BIOGRAPHY.

DESCRIPTIVE NOTE: 92P.

LESSON PLANS FOR MEXICAN AND MEXICAN AMERICAN SHORT STORIES, NOVELS, AND BIOGRAPHIES ARE CONTAINED IN THIS CURRICULUM GUIDES DESIGNED TO SUPPLEMENT TRADITIONAL LITERATURE PROGRAMS AT THE SENIOR HIGH SCHOOL LEVEL. FOUR SHORT STORIES ARE REPRODUCED IN FULL, WITH RELATED LESSON PLANS PROVIDING BACKGROUND INFORMATION, VOCABULARY TERMS, REFERENCE MATERIALS, AND SUGGESTED ACTIVITIES. CONTENT DESCRIPTIONS AND REFERENCE MATERIALS FOR 5 NOVELS AND 2 BIOGRAPHIES ARE PRESENTED. CONCEPTS WHICH HAVE INFLUENCED THE DEVELOPMENT OF MEXICAN AND MEXICAN AMERICAN LITERATURE ARE IDENTIFIED. RELATED DOCUMENTS ARE RC 004 322, RC 004 323, AND RC 004 325. (JH)

AVAILABILITY: SAN JOSE UNIFIED SCHOOL DISTRICT, 1605 PARK AVENUE, SAN JOSE, CALIFORNIA 95114 ($1.50)

INSTITUTION NAME: SAN JOSE UNIFIED SCHOOL DISTRICT, CALIF.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039069

PUBLICATION DATE: 70

TITLE: MEXICAN AND MEXICAN-AMERICAN LITERATURE FOR THE SENIOR HIGH SCHOOL. POETRY, ESSAY, DRAMA.

DESCRIPTIVE NOTE: 71P.

FOUR POEMS, 4 ESSAYS, AND 1 PLAY ARE REPRODUCED IN FULL IN THIS CURRICULUM GUIDE DESIGNED TO SUPPLEMENT TRADITIONAL LITERATURE PROGRAMS WITH MEXICAN AND MEXICAN AMERICAN LITERATURE AT THE SENIOR HIGH SCHOOL LEVEL. CONTENT DESCRIPTIONS, REFERENCE MATERIALS, AND SUGGESTED ACTIVITIES RELATING TO THE LITERARY WORKS ARE INCLUDED. CONCEPTS WHICH HAVE INFLUENCED THE DEVELOPMENT OF MEXICAN AND MEXICAN AMERICAN LITERATURE ARE IDENTIFIED. RELATED DOCUMENTS ARE RC 004 322, RC 004 323, AND RC 004 324. (JH)

AVAILABILITY: SAN JOSE UNIFIED SCHOOL DISTRICT, 1605 PARK AVENUE, SAN JOSE, CALIFORNIA 95114 ($1.50)

INSTITUTION NAME: SAN JOSE UNIFIED SCHOOL DISTRICT, CALIF.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039071

PUBLICATION DATE: 69

TITLE: MIGRANT CHILDREN IN WISCONSIN.

IDENTIFIER: *WISCONSIN

DESCRIPTIVE NOTE: 18P.

ACCORDING TO THIS SUMMARY REPORT, THE STATE OF WISCONSIN HAS BEEN GUIDED BY 3 GOALS IN PLANNING EDUCATION PROGRAMS FOR MIGRANT CHILDREN: (1) TO INCREASE FAMILIARITY OF THE SCHOOL STAFF WITH THE PROBLEMS AND NEEDS OF MIGRANT CHILDREN, (2) TO DEVELOP A CURRICULUM EMPHASIZING COMMUNICATION SKILLS, AND (3) TO BUILD A SCHOOL ENVIRONMENT WHICH FACILITATES DEVELOPMENT OF COMMUNICATION SKILLS. THE REPORT OUTLINES IN-SERVICE TRAINING ACTIVITIES FOR TEACHERS OF MIGRANT STUDENTS AND IDENTIFIES 10 SPECIAL NEEDS OF THESE STUDENTS: (1) A SENSE OF BELONGING, (2) ENRICHED LEARNING EXPERIENCES, (3) OPPORTUNITIES TO EXPLORE THE ARTS, (4) VERBAL PRACTICE IN ENGLISH, (5) A KNOWLEDGE OF SPANISH, (6) PRACTICE IN LISTENING, (7) OPPORTUNITIES TO EXPLORE VOCATIONAL INTERESTS, (8) HEALTH CARE, (9) FAMILY-SCHOOL COOPERATION, AND (10) CONTINUITY OF SCHOOL RECORDS. A DISUCSSION OF PROGRAMS AND ACTIVITIES DEVELOPED BY THE SCHOOLS TO MEET EACH OF THESE NEEDS IS PRESENTED. A MAP OF WISCONSIN SHOWING THE LOCATION AND NAME OF EXISTING MIGRANT SCHOOLS IS ALSO INCLUDED. (TL)

INSTITUTION NAME: WISCONSIN STATE DEPT. OF PUBLIC INSTRUCTION, MADISON.

ACCESSION NUMBER: ED039087

PUBLICATION DATE: 56

TITLE: A HIGH SCHOOL PROGRAM EVALUATION BY MEANS OF A COOPERATIVE FOLLOW-UP STUDY.

PERSONAL AUTHOR: BAKER, WILLIAM PITT

IDENTIFIER: *CALIFORNIA; SAN JOSE

DESCRIPTIVE NOTE: 212P.; DOCTOR'S DISSERTATION SUBMITTED TO STANFORD UNIVERSITY, CALIFORNIA

THE OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE CHARACTERISTICS OF BILINGUAL (MEXICAN) AND MONOLINGUAL HIGH SCHOOL GRADUATES AND DROPOUTS AND (2) TO EVALUATE THE CURRICULUM AND GUIDANCE IN A 4-YEAR SCHOOL IN SAN JOSE, CALIFORNIA. THE SAMPLE FOR THE STUDY CONSISTED OF MEMBERS OF THE GRADUATING CLASSES AND OF ALL DROPOUTS FOR THE SCHOOL YEARS ENDING IN 1953 AND 1955. QUESTIONNAIRE DATA WERE RECEIVED FROM 81 PERCENT OF THE GRADUATES AND 48 PERCENT OF THE DROPOUTS. AMONG THE MAJOR FINDINGS, IT WAS NOTED THAT (1) DROPOUTS HAD LOWER INTELLIGENCE QUOTIENTS, HIGHER MARRIAGE RATES, AND MORE CHILDREN PER MARRIAGE THAN GRADUATES AND (2) THAT BILINGUAL DROPOUTS HAD LOWER EMPLOYMENT RATES AND LESS DESIRABLE JOBS THAN MONOLINGUAL DROPOUTS. A LIST OF RECOMMENDATIONS FOR IMPROVEMENT OF CURRICULUM AND GUIDANCE IN THE LOCAL SCHOOL IS INCLUDED. RELATED DOCUMENTS ARE RC 004 354 AND RC 004 355. (TL)

AVAILABILITY: UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (PUBLICATION NO. 19,897, MICROFILM $2.75)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039088

PUBLICATION DATE: DEC 62

TITLE: 1961 FOLLOW-UP STUDY OF DROP-OUTS AND GRADUATES OF 1957-58 AND 1959-60; WITH SPECIAL REFERENCE TO PROBLEMS ENCOUNTERED BY BILINGUAL (MEXICAN-AMERICAN) LEAVERS.

PERSONAL AUTHOR: BAKER, WILLIAM PITT

IDENTIFIER: *CALIFORNIA; SAN JOSE

DESCRIPTIVE NOTE: 47P.

THE PURPOSES OF THIS SECOND REPORT IN A SERIES OF 5-YEAR FOLLOW-UP STUDIES OF A SCHOOL DISTRICT IN SAN JOSE, CALIFORNIA, WERE (1) TO COMPARE BILINGUAL (MEXICAN AMERICAN) AND MONOLINGUAL GRADUATES AND DROPOUTS FROM THE SCHOOL YEARS ENDING IN 1958 AND 1960 AND (2) TO COMPARE THE RESULTS OF THIS 1961 STUDY WITH A SIMILAR STUDY CONDUCTED DURING THE SCHOOL YEARS ENDING IN 1953 AND 1955. OBJECTIVES OF THE STUDY INCLUDED (1) DETERMINATION OF CHARACTERISTICS AND ACTIVITIES OF "SCHOOL LEAVERS," (2) EVALUATION OF DIFFERENCES IN PROBLEMS FACED BY SCHOOL LEAVERS OF MEXICAN ANCESTRY, (3) EVALUATION OF CURRICULAR ASPECTS TO WHICH FOLLOW-UP DATA APPLY, AND (4) EVALUATION OF THE SCHOOL GUIDANCE PROGRAM. THE REPORT PRESENTS TABULAR DATA COMPARING GRADUATES AND DROPOUTS -- OFTEN WITH COMPARABLE FIGURES FROM THE ORIGUNAL (1956) STUDY -- AND INFERENCES DRAWN FROM EACH TABLE. A SUMMARY OF FINDINGS AS RELATED TO OBJECTIVES OF THE STUDY IS GIVEN, ALONG WITH RECOMMENDATIONS FOR CHANGES IN THE CURRICULUM AND THE GUIDANCE PROGRAM. A COPY OF THE QUESTIONNAIRE USED IN OBTAINING DATA FOR THE STUDY IS APPENDED. RELATED DOCUMENTS ARE RC 004 353 AND RC 004 355. (TL)

INSTITUTION NAME: SAN JOSE EAST SIDE UNION HIGH SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED039089

PUBLICATION DATE: MAR 69

TITLE: 1969 FOLLOW-UP STUDY OF DROPOUTS AND GRADUATES OF 1962-63 AND 1964-1965; WITH SPECIAL REFERENCE TO PROBLEMS ENCOUNTERED BY MEXICAN-AMERICAN LEAVERS.

PERSONAL AUTHOR: BAKER, WILLIAM PITT

IDENTIFIER: *CALIFORNIA; SAN JOSE

DESCRIPTIVE NOTE: 49P.

THE PURPOSES OF THIS THIRD REPORT IN A SERIES OF 5-YEAR FOLLOW-UP STUDIES OF A SCHOOL DISTRICT IN SAN JOSE, CALIFORNIA, ARE (1) TO COMPARE MEXICAN AMERICAN AND OTHER GRADUATES AND DROPOUTS FROM THE SCHOOL YEARS ENDING IN 1963 AND 1965 AND (2) TO COMPARE THE RESULTS OF THIS STUDY WITH THE 2 PREVIOUS STUDIES (SCHOOL YEARS ENDING IN 1956 AND 1961). TABULAR DATA ARE PRESENTED FOR 1963 AND 1965 GRADUATES AND DROPOUTS CROSS-CLASSIFIED BY ETHNICITY. COMPARABLE FIGURES FROM THE 1956 AND 1961 STUDIES ARE ALSO PRESENTED. MOST OF THE TABLES ARE FOLLOWED BY STATEMENTS OF THE SIGNIFICANCE OF THE DATA, TOGETHER WITH INFERENCES DRAWN FROM THE FINDINGS. A SUMMARY OF FINDINGS AS APPLIED TO THE OBJECTIVES OF THE STUDY -- (1) TO DETERMINE CHARACTERISTICS AND ACTIVITIES OF SCHOOL LEAVERS, (2) TO DETERMINE DIFFERENCES IN PROBLEMS FACED BY SCHOOL LEAVERS OF MEXICAN ANCESTRY, AND (3) TO EVALUATE THOSE ASPECTS OF THE CURRICULUM AND GUIDANCE PROGRAM TO WHICH THE FOLLOW-UP DATA APPLY -- IS PRESENTED, AS WELL AS RECOMMENDATIONS FOR IMPROVING CURRICULUM AND GUIDANCE. RELATED DOCUMENTS ARE RC 004 353 AND RC 004 354. (TL)

INSTITUTION NAME: SAN JOSE EAST SIDE UNION HIGH SCHOOL DISTRICT, CALIF.

ACCESSION NUMBER: ED039412

PUBLICATION DATE: 69

TITLE: USE OF THE INITIAL TEACHING ALPHABET IN ENGLISH AS A SECOND LANGUAGE. CLASSES FOR SPANISH SPEAKING ADULTS.

PERSONAL AUTHOR: ROBINSON, BYRL ELMER

IDENTIFIER: CALIFORNIA; CALIFORNIA ACHIEVEMENT TESTS

DESCRIPTIVE NOTE: 138P.; ED. D. THESIS

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER THE USE OF THE INITIAL TEACHING ALPHABET (ITA) WOULD HAVE A BENEFICIAL EFFECT UPON ENGLISH LANGUAGE LEARNING WHEN USED WITH ADULT SPANISH SPEAKING STUDENTS. THE STUDY CONSISTED OF FIVE RANDOMLY SELECTED ENGLISH AS A SECOND LANGUAGE CLASSES IN THE LOS ANGELES CITY UNIFIED SCHOOL DISTRICT DIVIDED INTO TWO GROUPS: ONE RECEIVING INSTRUCTION IN TRADITIONAL ORTHOGRAPHY (TO), AND THE OTHER IN IRA. THE TWO WERE COMPARED AND ANALYZED STATISTICALLY. PRE AND POST TESTING WERE EMPLOYED TO PROVIDE DATA. A QUESTIONNAIRE WAS SUBMITTED TO THE TEACHERS OF IRA AND TO CLASSES. SOME OF THE RESULTS OBTAINED INDICATED THAT: (A) THE GROUPS MADE STATISTICALLY SIGNIFICANT GAINS IN THE MEAN RAW SCORES, BUT SHOWED NO SIGNIFICANT DIFFERENCES ON THE FINAL READING SECTION RAW SCORES OF THE CALIFORNIA ACHIEVEMENT TESTS, UPPER PRIMARY; (B) TEACHERS WERE WILLING TO CONTINUE THE USE OF ITA IN ESL CLASSES BUT REACTED PRO AND CON ABOUT THE VALUE OF THE STUDY. THE USE OF ITA SYMBOLS IN ESL CLASSES FOR TEACHING SELECTED VOWELS WAS STRONGLY SUPPORTED BY THE STUDY. (AUTHOR/PT)

AVAILABILITY: UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN, 48106 (ORDER NO. 69-19,506 MF $3.00, XEROGRAPHY $6.60)

INSTITUTION NAME: CALIFORNIA UNIV., LOS ANGELES. SCHOOL OF EDUCATION.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039563

PUBLICATION DATE: 24 MAR 70

TITLE: ATTITUDES OF TEXAS MEXICAN-AMERICANS TOWARD MENTAL RETARDATION: A GUTTMAN FACET ANALYSIS.

PERSONAL AUTHOR: MORIN, KENNETH N.

DESCRIPTIVE NOTE: 35P.; PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, NEW ORLEANS, LOUISIANA, MARCH 23-26, 1970

FOUR MEXICAN-AMERICAN GROUPS WERE ADMINISTERED THE ATTITUDE BEHAVIOR SCALE-MENTAL RETARDATION (ABS-MR). THESE INCLUDED: (1) 50 SPECIAL EDUCATION AND REHABILITATION WORKERS; (2) 50 PARENTS OF MENTALLY RETARDED CHILDREN; (3) 50 REGULAR SCHOOL TEACHERS; AND (4) 82 PARENTS OF THE NONRETARDED. THE PURPOSES WERE: (1) TO INVESTIGATE THEIR ATTITUDES TOWARD THE MENTALLY RETARDED; AND (2) TO ASSESS THE PREDICTIVE VALIDITY OF HYPOTHESIZED DETERMINANTS OF ATTITUDES, INCLUDING DEMOGRAPHIC, SOCIO-PSYCHOLOGICAL, CONTACTUAL, AND KNOWLEDGE FACTORS. THE GUTTMAN CONCEPTUAL FACET ANALYSIS SCHEME WAS APPLIED TOWARD THE GOAL OF CREDIBILITY OF RESULTS. ELEVEN HYPOTHESES WERE PRESENTED, TEN OF WHICH DEALT WITH CERTAIN VARIABLES WHICH WERE PREDICTED TO RELATE TO ATTITUDES TOWARD MENTAL RETARDATION. RESULTS WERE PRESENTED AND DISCUSSED. (TL)

INSTITUTION NAME: AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, WASHINGTON, D.C.; NORTHERN MICHIGAN UNIV., MARQUETTE.

ACCESSION NUMBER: ED039957

PUBLICATION DATE: NOV 67

TITLE: SEX ROLE DETERMINANTS IN ATTITUDES TOWARD EDUCATION AMONG MEXICAN-AMERICAN ADOLESCENTS. FINAL REPORT.

PERSONAL AUTHOR: RAMIREZ, MANUEL, III; TAYLOR, CLARK L.

DESCRIPTIVE NOTE: 49P.

THE FINAL REPORT ON A BEHAVIORAL RESEARCH STUDY CONDUCTED IN SACRAMENTO, CALIFORNIA DEALS WITH SOME ASPECTS OF THE CULTURAL VALUE SYSTEMS OF THE MEXICAN AMERICAN SECONDARY AND JUNIOR HIGH SCHOOL STUDENTS IN RELATION TO THEIR EDUCATIONAL ENVIRONMENT AS COMPARED TO ANGLO AMERICAN STUDENTS. THE INVESTIGATORS ATTEMPTED TO IDENTIFY AREAS OF CONFLICT COMMON TO MEXICAN AMERICAN CHILDREN BUT NOT COMMON TO ANGLO AMERICAN CHILDREN OF COMPARABLE ABILITY AND ECONOMIC BACKGROUND. UTILIZING AN ATTITUDE SCALE, A WORD-ASSOCIATION TEST, CUMULATIVE FILE DATA, AND STANDARD STATISTICAL ANALYSIS TECHNIQUES WITH A POPULATION OF 300 MEXICAN AMERICAN AND 300 ANGLO AMERICAN BOYS AND GIRLS, IT WAS CONCLUDED THAT THERE ARE NUMEROUS SIGNIFICANT DIFFERENCES BETWEEN MALES AND FEMALES OF THE 2 SUBCULTURES WHEN RELATED TO TEACHERS AND THE EDUCATIONAL ENVIRONMENT. ADDITIONALLY, THE INVESTIGATORS CITED RECOMMENDATIONS WHICH THEY FELT WOULD TEND TO REDUCE AREAS OF POTENTIAL CULTURAL CONFLICT WITHIN AN EDUCATIONAL ENVIRONMENT INVOLVING MEXICAN AMERICAN SECONDARY STUDENTS. (AL)

INSTITUTION NAME: SACRAMENTO STATE COLL., CALIF.

ACCESSION NUMBER: ED039961

PUBLICATION DATE: SEP 69

TITLE: A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN, THIRD INTERIM REPORT. FINAL REPORT.

PERSONAL AUTHOR: AMSDEN, CONSTANCE

IDENTIFIER: CALIFORNIA

DESCRIPTIVE NOTE: 142P.

THE THIRD AND FINAL INTERIM REPORT IS DEVOTED TO ANALYSIS OF RESEARCH DATA RELATING TO A 3-YEAR EXPERIMENTAL READING PROGRAM FOR MEXICAN AMERICAN CHILDREN AT THE MALABAR STREET SCHOOL IN LOS ANGELES. THE PROGRAM UTILIZED LANGUAGE DEVELOPMENT METHODS, INDIVIDUALIZED INSTRUCTION, AND PARENTAL ASSISTANCE TO IMPROVE THE CHILDREN'S COMPETENCIES. USING 4 HYPOTHESES, THE INVESTIGATORS ATTEMPTED TO IDENTIFY SIGNIFICANT DIFFERENCES IN READING, ARITHMETIC, AND LANGUAGE DEVELOPMENT WITH THE PRESCHOOL AND PRIMARY STUDENTS AS COMPARED TO 1966 BASELINE DATA. USING THE STANFORD READING TEST, THE CALIFORNIA READING TEST, A PROJECT DESIGNED SIGHT VOCABULARY TEST, AND THE MALABAR VOCABULARY TEST WITH THE SAMPLE, IT WAS CONCLUDED THAT THERE WERE SIGNIFICANTLY HIGHER SCORES ON THE READING TESTS BY CHILDREN IN THE EXPERIMENTAL PROGRAM WHEN COMPARED TO BASELINE GROUPS AND THERE WAS EVIDENCE OF SIGNIFICANT ACHIEVEMENT IN ORAL LANGUAGE DEVELOPMENT. IN ADDITION, EXPERIMENTAL THIRD-GRADE PUPILS WERE SLIGHTLY SUPERIOR IN TOTAL ARITHMETIC SCORES. ACHIEVEMENT DIFFERENCES BETWEEN THE SEXES WERE ALSO CITED. RECOMMENDATIONS INCLUDED USING THE MALABAR EXPERIMENT AS A MODEL FOR LOS ANGELES; EMPLOYING RESEARCH AIDES FOR PART-TIME TEACHER ASSISTANCE; EXPANDING THE PROGRAM TO THE 4-6 GRADE LEVEL; AND PROVIDING INSERVICE TRAINING FOR SCHOOL PERSONNEL. (ED 016 757 IS A RELATED DOCUMENT.) (AL)

INSTITUTION NAME: CALIFORNIA STATE COLL., LOS ANGELES.

ACCESSION NUMBER: ED039989

PUBLICATION DATE: MAR 70

TITLE: DIFFERENCES IN THE OCCUPATIONAL AND EDUCATIONAL PROJECTIONS OF MEXICAN AMERICAN HIGH SCHOOL STUDENTS AND DROPOUT AGE PEERS.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.; WAGES, SHERRY

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 11P.; PAPER FOR THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION (DALLAS, MARCH 1970)

FOUR NONMETROPOLITAN SOUTH TEXAS COUNTIES WERE THE TARGET AREAS IN EXPLORING THE PROPOSITION THAT DROPOUTS SHOULD HAVE LOWER ASPIRATIONS AND EXPECTATIONS THAN THEIR IN-SCHOOL AGE PEERS. DATA WERE OBTAINED FROM APPROXIMATELY 600 MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES AND 75 DROPOUT AGE PEERS RESIDING IN THE COUNTIES STUDIED IN 1968 AND 1969. THE COMPARISONS WERE MADE ON THE FOLLOWING DIMENSIONS OF OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS: (1) LEVEL OF ASPIRATION, (2) LEVEL OF EXPECTATION, (3) ANTICIPATORY GOAL DEFLECTION, (4) INTENSITY OF ASPIRATION, AND (5) CERTAINTY OF EXPECTATION. TABLES OF ANALYSIS SHOW THE RESULTS OF EACH DIMENSION ABOVE. INCLUDED IN THE DOCUMENT IS A BIBLIOGRAPHY OF RELEVANT RESEARCH LITERATURE, ALONG WITH INFORMATION ON THE CHARACTERISTICS AND BACKGROUNDS OF RESPONDENTS AND A TABLE SHOWING SOCIOECONOMIC CONDITIONS OF STUDY COUNTIES COMPARED WITH TEXAS AS A WHOLE AND WITH THE UNITED STATES. (EL)

INSTITUTION NAME: TEXAS AGRICULTURAL EXPERIMENT STATION, COLLEGE STATION.

ACCESSION NUMBER: ED039996

PUBLICATION DATE: 69

TITLE: ARTIFACTS OF MEXICO.

PERSONAL AUTHOR: FRAUSTO, TOMAS YBARRA

DESCRIPTIVE NOTE: 68P.

ARTIFACTS FROM MEXICO ARE DESCRIBED AND ILLUSTRATED (1) TO ASSIST THE MEXICAN AMERICAN CHILD IN RETAINING PRIDE IN HIS SOCIAL, HISTORICAL, AND CULTURAL PAST AND (2) TO PROMOTE UNDERSTANDING BY TEACHERS AND STUDENTS OF THE CULTURAL BACKGROUND OF THE MEXICAN AMERICAN. THE DESCRIPTIONS RELATE BOTH THE PURPOSES FOR WHICH THE OBJECTS WERE CREATED AND THE IMPORTANCE OF THE OBJECTS TO THE LIFE STYLES OF THE MEXICAN PEOPLE. CATEGORIES OF ARTIFACTS PRESENTED ARE CLOTHING, FOLK AND FESTIVE ITEMS, HOUSEHOLD ITEMS, AND TOYS AND GAMES. (JH)

AVAILABILITY: CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, P. O. BOX 329, TOPPENISH, WASHINGTON 98948 ($2.00)

INSTITUTION NAME: CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, TOPPENISH, WASH.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED039999

PUBLICATION DATE: AUG 69

TITLE: A STUDY OF SOCIOCULTURAL CHARACTERISTICS OF MEXICAN-AMERICAN AND ANGLO JUNIOR HIGH SCHOOL STUDENTS AND THE RELATION OF THESE CHARACTERISTICS TO ACHIEVEMENT.

PERSONAL AUTHOR: EVANS, FRANCIS BENJAMIN

DESCRIPTIVE NOTE: 232P.; DOCTORAL DISSERTATION SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES

PURPOSES OF THIS STUDY WERE TO DETECT SOME OF THE SOCIOCULTURAL DIFFERENCES BETWEEN MEXICAN AMERICAN AND ANGLO JUNIOR HIGH SCHOOL STUDENTS; TO DETERMINE HOW THE SOCIOCULTURAL CHARACTERISTICS OF THE MEXICAN AMERICAN STUDENTS WERE RELATED TO THEIR LANGUAGE BACKGROUND; AND TO ASCERTAIN HOW CHARACTERISTICS OF BOTH GROUPS WERE RELATED TO THEIR ACHIEVEMENT. THE SAMPLE CONSISTED OF 126 MALE AND FEMALE STUDENTS, 87 OF WHOM WERE MEXICAN AMERICAN. SCALES WERE DEVELOPED FROM QUESTIONNAIRE AND INTERVIEW DATA TO MEASURE LANGUAGE BACKGROUND, SELF-CONCEPT OF ABILITY, ACHIEVEMENT ORIENTATION, PARENTAL INDEPENDENCE TRAINING PRACTICES, PARENTAL ACHIEVEMENT PRESSURE, SOCIAL DISTANCE, AND SOCIOECONOMIC STATUS. STUDENT ACHIEVEMENT WAS MEASURED BOTH BY ENGLISH AND MATHEMATICS GRADES AND BY STANDARDIZED TESTS. OBSERVED SOCIOCULTURAL DIFFERENCES BETWEEN MEXICAN AMERICAN AND ANGLO STUDENTS APPEARED TO BE DUE TO ETHNIC BACKGROUNDS AND SOCIOECONOMIC AND OTHER SOCIAL CONDITIONS ASSOCIATED WITH THIS BACKGROUND. MEXICAN AMERICAN STUDENTS EXHIBITED MANY OF THE CHARACTERISTICS OF THE CULTURE OF POVERTY DESCRIBED BY OSCAR LEWIS. PART OF THE DEPRESSED ACHIEVEMENT OF MEXICAN AMERICANS, WHEN COMPARED TO ANGLO STUDENTS, CAN BE ATTRIBUTED TO THEIR LOWER SELF-CONCEPTS OF ABILITY; FATALISTIC, PRESENT-TIME ORIENTATION; NON-DEMOCRATIC INDEPENDENCE TRAINING EXPERIENCES; AND HIGH RELIGIOUS SOCIAL DISTANCE. (AUTHOR/LS)

ACCESSION NUMBER: ED040001

PUBLICATION DATE: 60

TITLE: MOTHER GOOSE ON THE RIO GRANDE.

PERSONAL AUTHOR: ALEXANDER, FRANCES

DESCRIPTIVE NOTE: 98P.

OVER 100 PAGES OF NURSERY, NONSENSE, AND NATURE RHYMES FOR THE PRESCHOOL AND PRIMARY-GRADE SPANISH-SPEAKING CHILD ARE PRESENTED. INCLUDED ARE PATIO PLAYS, RIDDLES, AND OUTDOOR GAMES. ALL RHYMES ARE GIVEN IN ENGLISH ON ONE PAGE AND SPANISH ON A CORRESPONDING PAGE. ADDITIONALLY, EACH PAGE CONTAINS COLOR ILLUSTRATIONS IN THE 3 SECTIONS: RHYMES, RIDDLES, AND ROMPS. (AL)

AVAILABILITY: BANKS UPSHAW & COMPANY, DIVISION OF NATIONAL TEXTBOOK CORPORATION, 8259 NILES CENTER ROAD, SKOKIE, ILLINOIS 60076 ($2.75)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED040003

PUBLICATION DATE: 68

TITLE: NORTH FROM MEXICO. THE SPANISH-SPEAKING PEOPLE OF THE UNITED STATES.

PERSONAL AUTHOR: MCWILLIAMS, CAREY

DESCRIPTIVE NOTE: 320P.

A HISTORICAL REVIEW IS PRESENTED OF THE MEXICAN AMERICAN CULTURE SPANNING THE FIRST EXPLORATIONS OF THE EARLY SPANIARDS IN THE 1500'S TO MORE RECENT CULTURAL CONFLICTS OF THE EARLY 1940'S. INCLUDED IN 16 CHAPTERS AND OVER 90 UNIQUE EPISODES ARE DESCRIPTIONS OF: THE ORIGIN OF THE MEXICAN AMERICAN, EXPLOITATION OF THE INDIANS AND "MEXICANS" BY "ANGLOS," REPEATED ATTACKS UPON THE SPANISH-SPEAKING PEOPLES OF THE BORDER STATES, THE MEXICAN-AMERICAN WAR, THE SALT WAR, SPANISH MISSION SYSTEMS, THE MEXICAN AMERICAN'S ROLE IN SETTLING THE WEST, AND THE ECONOMIC CONTRIBUTIONS OF MEXICAN AMERICANS IN MINING, AGRICULTURE, AND ARCHITECTURE. INCIDENTS RELATING TO A CONFLICT BETWEEN THE "HISPANOS" AND THE "ANGLOS" SUCH AS THE ACQUISITION OF MEXICAN AMERICAN LAND-GRANT PROPERTY, LABOR DISPUTES, "GANG" WARFARE, REVOLTS, AND RIOTS ARE CITED. DISCRIMINATION, POLITICAL SUBVERSION, AND SOCIAL EXPLOITATION ARE NOTED. THE AUTHOR ALSO DEPICTS HIS INVOLVEMENT IN THE CASE OF SLEEPY LAGOON WHICH OCCURRED IN LOS ANGELES. RESOURCE DOCUMENTATION AND CHAPTER NOTES ARE INCLUDED. (AL)

AVAILABILITY: GREENWOOD PRESS, INC., 211 E. 43 STREET, NEW YORK, NEW YORK 10017 ($11.25)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED040026

PUBLICATION DATE: 8 MAY 70

TITLE: COMPONENTS OF A READING PROGRAM FOR THE MEXICAN-AMERICAN CHILD.

PERSONAL AUTHOR: ARNOLD, RICHARD D.

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE, ANAHEIM, CAL., MAY 6-9, 1970

CRITERIA APPLICABLE TO ALL READING PROGRAMS (AND PARTICULARLY TO READING PROGRAMS FOR MEXICAN-AMERICAN CHILDREN), REGARDLESS OF PHILOSOPHICAL OR METHODOLOGICAL DIFFERENCES AMONG THE VARIOUS PROGRAMS, ARE DELINEATED. THESE CRITERIA ARE LISTED AND DISCUSSED IN THE FORM OF THE FOLLOWING NINE QUESTIONS: HAS A GOOD LEARNING ENVIRONMENT BEEN ESTABLISHED? IS APPROPRIATE AND WORTHWHILE CONTENT USED? ARE THE READINESS ACTIVITIES RELATED TO THE READING MATERIALS? IS ADEQUATE EXPRESSIVE LANGUAGE PARTICIPATION PROVIDED? IS THE PROGRAM SEQUENTIALLY ORGANIZED TO PROVIDE FOR CONTINUOUS GROWTH? IS PROVISION MADE FOR INDIVIDUAL DIFFERENCES WITHIN THE READING PROGRAM? IS EXTENSIVE TRAINING IN AREAS OF WEAKNESSES AVAILABLE? DOES THE READING PROGRAM PROVIDE FOR SYSTEMATIC EVALUATION OF THE CHILD AS WELL AS THE PROGRAM ITSELF? ARE CHILDREN ASSURED SUCCESSFUL READING EXPERIENCES? IT IS SUGGESTED THAT IF EDUCATORS CAN AFFIRMATIVELY ANSWER THE QUESTIONS POSED, THEIR READING PROGRAM WILL VERY LIKELY BE AN EFFECTIVE AND SUCCESSFUL ONE. (AUTHOR/CM)

ACCESSION NUMBER: ED040134

PUBLICATION DATE: 70

TITLE: MEXICAN AMERICANS: A BRIEF LOOK AT THEIR HISTORY.

PERSONAL AUTHOR: NAVA, JULIAN

DESCRIPTIVE NOTE: 47P.

THIS SHORT SURVEY BEGINS WITH A DEFINITION OF THE MEXICAN AMERICAN AND SOME OF THE QUESTIONS ASKED BY THE GENERAL PUBLIC ABOUT HIS CULTURE AND AIMS. IT OUTLINES THE HISTORY OF THE UNITED STATES' INVOLVEMENT WITH MEXICO AND EXPLAINS THE EXPERIENCE OF THE MEXICAN AMERICANS AFTER THE END OF THE MEXICAN WAR IN 1848. THEIR ETHNIC ORIGINS AND THE RICH CULTURAL BACKGROUNDS OF BOTH MEXICO AND SPAIN ARE DESCRIBED, AS WELL AS THE SPANISH SETTLEMENT OF THE SOUTHWEST AND CALIFORNIA. THE WIDESPREAD DISREGARD FOR THE PROVISIONS OF THE TREATY OF GUADALUPE HIDALGO, WHICH CALLED FOR THE FREE ENJOYMENT OF LIBERTY, PROPERTY, AND RELIGION, AND THE U.S. SETTLEMENT OF THE WEST IN THE GOLDRUSH LED TO THEIR BEING DOWNGRADED AS CITIZENS BY MEANS OF NEW LAND REGISTRY LAWS AND LEGAL SYSTEMS, THE REQUIREMENT OF LITERACY IN ENGLISH AS A VOTING QUALIFICATION, AND AN ANGLO-DOMINATED SCHOOL SYSTEM. THE EMPLOYMENT OF IMMIGRANT DAY-LABORERS ALONG THE BORDER AND THE PREVELANCE OF SPANISH-LANGUAGE NEWSPAPERS, MOVIES, AND RADIO PROGRAMS HAVE HINDERED THE EQUAL ACCEPTANCE OF MEXICAN AMERICANS. THE PRESENT CHICANO MOVEMENT IS DOING MUCH TO ADVANCE THE RECOGNITION OF THEIR CULTURAL VALUES AND TO ENCOURAGE A MOVEMENT TOWARD SOCIAL JUSTICE, BUT IT IS STILL UNCERTAIN WHETHER THEY WILL ULTIMATELY CHOOSE ASSIMILATION OR BICULTURALISM. (MBM)

AVAILABILITY: ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 315 LEXINGTON AVENUE, NEW YORK, N.Y. 10016 ($0.75)

INSTITUTION NAME: B'NAI B'RITH, NEW YORK, N.Y. ANTI-DEFAMATION LEAGUE.

ACCESSION NUMBER: ED040391

PUBLICATION DATE: MAR 70

TITLE: ENGLISH LANGUAGE PROFICIENCY FOR FOURTH AND FIFTH GRADE SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: TAYLOR, THOMASINE

IDENTIFIER: SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

DESCRIPTIVE NOTE: 13P.; PAPER GIVEN AT THE FOURTH ANNUAL TESOL CONVENTION, SAN FRANCISCO, CALIFORNIA, MARCH 18-21, 1970

AN EXPERIMENTAL PROGRAM DESIGNED TO DEVELOP ORAL LANGUAGE (ENGLISH) WAS STARTED IN THE SAN ANTONIO INDEPENDENT SCHOOL DISTRICT IN 1964 AND INCLUDED 28 FIRST GRADE CLASSROOMS OF CULTURALLY DEPRIVED URBAN SPANISH-SPEAKING CHILDREN. CLASSROOMS WERE DESIGNATED AS ORAL-AURAL ENGLISH, WITH INTENSIVE ENGLISH ONE HOUR DAILY; ORAL-AURAL SPANISH, WITH INTENSIVE SPANISH ONE HOUR DAILY; AND NON ORAL AURAL (WHICH WAS MERGED WITH O-AE AND O-AS AFTER TWO YEARS. OTT'S STUDY, 1967, SHOWED SUPERIOR GAINS MADE BY THE EXPERIMENTAL GROUPS IN THE FIRST GRADE, BUT THESE FINDINGS WERE NOT PREDICTIVE OF CONTINUED SUPERIORITY THROUGH THE INTERMEDIATE GRADES. THE AUTHOR'S STUDY (HER DOCTORAL DISSERTATION, UNIVERSITY OF TEXAS AT AUSTIN, JANUARY 1969, OF WHICH THE PRESENT PAPER IS AN ABSTRACT) WAS DESIGNED TO ANALYZE THE CUMULATIVE EFFECTS OF INSTRUCTION ON CHILDREN RECEIVING CONTINUOUS TREATMENT OVER A PERIOD OF YEARS. CONCLUSIONS REMAIN UNEXPLAINED AS TO WHY THE SCORES OF CHILDREN RECEIVING SPANISH TREATMENT EXCELLED THE OTHER TREATMENT GROUPS WHEN THE CRITERION WAS ENGLISH PROFICIENCY. A POSSIBLE REASON IS THAT HEARING ONE'S OWN LANGUAGE AMPLIFIES THE PHONEMIC AND SYNTACTICAL CONTRASTS BETWEEN ENGLISH AND SPANISH, THUS MAKING IT EASIRE FOR SPANISH SPEAKERS TO LEARN ENGLISH. (AMM)

ACCESSION NUMBER: ED040639

PUBLICATION DATE: MAY 61

TITLE: A PROGRAM OF HISPANIC STUDIES FOR THE COLLEGE STUDENT.

PERSONAL AUTHOR: LONDON, GARDINER H.; MEAD, ROBERT G., JR.

DESCRIPTIVE NOTE: 23P.

IN THIS PAPER ON HISPANIC STUDIES, SEVEN MAJOR AREAS OF THOUGHT ARE DEVELOPED. THE CLASSIFICATION OF MATERIAL INCLUDES: (1) THE SPANISH MAJOR IN TODAY'S WORLD, (2) LEARNING THE LANGUAGE, (3) HISTORY AND THE STRUCTURES OF THE LANGUAGE, (4) LITERATURE AND LITERARY SCHOLARSHIP, (5) SPANISH PENINSULAR LITERATURE, (6) SPANISH AMERICAN LITERATURE, AND (7) PORTUGUESE AND BRAZILIAN STUDIES. FREQUENT REFERENCE IS MADE TO SPECIFIC LITERARY TEXTS. AN APPENDIX CONTAINS THE 1959 GUIDELINES OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA ON QUALIFICATIONS OF TEACHERS OF MODERN FOREIGN LANGUAGES. (RL)

JOURNAL CITATION: HISPANIA; V44 N2 P383-406 MAY 1961

INSTITUTION NAME: AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGESE.; MODERN LANGUAGE ASSOCIATION OF AMERICA, NEW YORK, N.Y.

HARD COPY NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED040777

PUBLICATION DATE: 28 MAR 70

TITLE: STRENGTH OF ETHNIC IDENTIFICATION AND INTERGENERATIONAL MOBILITY ASPIRATIONS AMONG MEXICAN AMERICAN YOUTH.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.; PATELLA, VICTORIA M.

IDENTIFIER: TEXAS

DESCRIPTIVE NOTE: 32P.; PAPER PRESENTED AT THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION MEETINGS, DALLAS, TEXAS, MARCH 26-28, 1970

UTILIZING TALCOTT PARSONS' DATA FROM A 1967 STUDY OF 4 SOUTH TEXAS COUNTIES, THE PRESENT STUDY INVOLVES 596 MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES AND IS BASED ON PARSONS' ASSERTION THAT SPANISH AMERICAN SUBCULTURE IS CHARACTERIZED BY THE PARTICULARISM-ASCRIPTION VALUE PATTERN. IN KEEPING WITH THIS, THE PRESENT STUDY HYPOTHESIZED THAT DEGREE OF IDENTIFICATION WITH MEXICAN AMERICAN SUBCULTURE IS INVERSELY RELATED TO DESIRE FOR UPWARD INTERGENERATIONAL MOBILITY. ETHNIC IDENTIFICATION WAS INDICATED BY AN INDEX OF THE USE OF SPANISH IN A VARIETY OF SITUATIONS, AND ASPIRATION FOR INTERGENERATIONAL MOBILITY WAS MEASURED THROUGH CROSS-CLASSIFICATION OF THE RESPONDENT'S LONG-RUN OCCUPATIONAL ASPIRATIONS WITH JOB OF MAIN BREADWINNER IN HIS FAMILY. COMPARATIVE ANALYSIS OF "UPWARDLY MOBILE" AND "NONMOBILE" RESPONDENTS (BY ETHNICITY, SOCIOECONOMIC STATUS, AND SEX) AS WELL AS COMPARISON OF ETHNICITY SCORES (BY DEGREE OF MOBILITY PROJECTED FOR EACH SOCIOECONOMIC TYPE BY SEX) DID NOT SUPPORT THE HYPOTHESIS. A CONCLUDING DISCUSSION IS PRESENTED OF A NUMBER OF ALTERNATIVES AND THEIR THEORETICAL IMPLICATIONS AS TO WHETHER LANGUAGE USAGE AND OCCUPATIONAL ACHIEVEMENT COULD BE POSSIBLE INDICATORS OF MEXICAN AMERICAN ETHNICITY. (AUTHOR/EL)

INSTITUTION NAME: TEXAS AGRICULTURAL EXPERIMENT STATION, COLLEGE STATION.

ACCESSION NUMBER: ED040787

PUBLICATION DATE: 65

TITLE: WHAT'S WRONG WITH JULIO?

PERSONAL AUTHOR: ORMSBY, VIRGINIA H.

DESCRIPTIVE NOTE: 29P.

JULIO IS A SPANISH-SPEAKING CHILD, ALONG WITH OTHER SPANISH SPEAKERS, IN AN AMERICAN SCHOOL WHERE THE FIRST LANGUAGE IS ENGLISH. PROBLEMS ENCOUNTERED BY HIM, IN ADDITION TO THE LANGUAGE BARRIER, ARE EXEMPLIFIED IN THIS YOUNG READER'S BOOK. THE NEED FOR PARENTAL SUPPORT AND PARTICIPATION IN THE SCHOOL LIFE OF A YOUNGSTER, PARTICULARLY WITH THE BILINGUAL CHILD, IS POINTED OUT. ILLUSTRATIONS COMPLEMENT THE NARRATIVE ON EVERY PAGE, AND SPANISH WORDS AND NAMES ARE INTERSPERSED THROUGHOUT TO RELATE TO THE SPANISH SPEAKER AND TO ACQUAINT THE NON-SPANISH SPEAKER WITH DIFFERENCES BETWEEN THE 2 LANGUAGES. (EL)

AVAILABILITY: J. B. LIPPINCOTT COMPANY, EAST WASHINGTON SQUARE, PHILADELPHIA, PENNSYLVANIA 19105 ($2.95)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED041062

PUBLICATION DATE: 15 AUG 69

TITLE: COMPLETE INCCA REPORT: A BI-LINGUAL PILOT PROJECT FOR FOREIGN SPEAKING CHILDREN WITH LANGUAGE AND CULTURAL CONFLICTS TO EVALUATE PRESENT TEACHING METHODS AND MATERIALS UNDER A CONTROLLED EDUCATIONAL SITUATION.

IDENTIFIER: *INTER CITY COMMITTEE FOR ACTION; MODEL CITIES; NEW JERSEY; PATERSON

DESCRIPTIVE NOTE: 15P.

THE PROGRAM OF THIS PILOT PROJECT, RUN FROM JULY 7 TO AUGUST 15, 1968, INCLUDED THE FOLLOWING: TESTING PARTICIPANT CHILDREN BEFORE AND AFTER THE PROJECT, IN BOTH THEIR NATIVE LANGUAGE AND ENGLISH; CLASSIFYING EACH CHILD INTO GROUPS FOR REMEDIAL SPEECH AND ENGLISH AS A SECOND LANGUAGE; TESTING OF EXISTING MATERIALS AVAILABLE FROM SOURCES RECOMMENDED BY CONSULTANTS FROM MONTCLAIR STATE COLLEGE, TO DETERMINE WHICH MATERIALS AND TEACHING TECHNIQUES ARE MOST EFFECTIVE FOR FUTURE INCORPORATION INTO THE SCHOOL SYSTEM; ORIENTATION OF THE CHILD TO THE COMMUNITY HE NOW LIVES IN; SCHEDULED PREPARED VISITS TO CIVIC CENTERS; PARTICIPATION IN THE REGULARLY SCHEDULED INTER-CITY COMMITTEE FOR ACTION DAY CAMP ACTIVITIES; AND, THE INTEGRATION OF ACTIVITIES IN THE SPANISH LANGUAGE AND CULTURE INTO THE PROGRAM. SOME 240 ELEMENTARY STUDENTS FROM SCHOOLS WITH A LARGE SPANISH ENROLLMENT AND LOCATED IN THE MODEL CITIES AREA WERE SELECTED ACCORDING TO NEED FOR THE PROGRAM'S SERVICES. THE OVERALL PROGRAM EFFECTS ARE CONSIDERED MOST ADEQUATELY SUMMARIZED BY THE PROGRAM TEACHERS' EVALUATIONS: THE PROGRAM WAS CONSIDERED HIGHLY BENEFICIAL. (JM)

INSTITUTION NAME: INNER-CITY COMMITTEE FOR ACTION, PATERSON, N.J.

ACCESSION NUMBER: ED041252

PUBLICATION DATE: AUG 69

TITLE: A COMPARATIVE STUDY OF THE EFFECTS OF ORAL-AURAL LANGUAGE TRAINING ON GAINS IN ENGLISH LANGUAGE FOR FOURTH AND FIFTH GRADE DISADVANTAGED MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: TAYLOR, THOMASINE HUGHES

IDENTIFIER: SAN ANTONIO INDEPENDENT SCHOOL DISTRICT; SAN ANTONIO LANGUAGE RESEARCH PROJECT

DESCRIPTIVE NOTE: 153P.; PH.D. DISSERTATION, UNIVERSITY OF TEXAS AT AUSTIN, AUGUST 1969

THE STUDY REPORTED IN THIS DISSERTATION WAS CONDUCTED WITH THE COOPERATION OF THE SAN ANTONIO INDEPENDENT SCHOOL DISTRICT AS PART OF THE LANGUAGE RESEARCH PROJECT (FORMERLY THE SAN ANTONIO LANGUAGE RESEARCH PROJECT), DEPARTMENT OF CURRICULUM AND INSTRUCTION, THE UNIVERSITY OF TEXAS. (FOR THE AUTHOR'S DESCRIPTIVE ABSTRACT OF THE PROJECT, SEE AL 002 445.) CHAPTERS IN THIS DOCUMENT ARE (1) INTRODUCTION; (2) REVIEW OF RELATED LITERATURE; (3) DESCRIPTION OF RESEARCH DESIGN, PROCEDURES AND DATA ANALYSES; (4) STATISTICAL ANALYSES OF THE HYPOTHESES; (5) SUMMARY, LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS. APPENDIXES CONTAIN (1) PRERECORDED INSTRUCTION FOR STUDENTS WHO WERE TESTED; (2) SAMPLE OF SANBORN SOUND TAPE RECORD; (3) VISUAL PRESENTATION OF TESTING PROCEDURE; (4) SCORING SHEET; AND (5) RATING FORM SUPPLIED TEACHERS IN ORDER TO DETERMINE RELATIONSHIP BETWEEN NUMERICAL SCORES AND TEACHER RATINGS. A BIBLIOGRAPHY CONCLUDES THE WORK. (AMM)

INSTITUTION NAME: TEXAS UNIV., AUSTIN.

ACCESSION NUMBER: ED041277

PUBLICATION DATE: 70

TITLE: NEW SOUNDS OF THE ENGLISH CONSONANTS FOR SPANISH SPEAKERS LEARNING ENGLISH (SONIDOS NUEVOS DE LAS CONSONANTES INGLESAS PARA LOS DE HABLA ESPANOLA APRENDIENDO INGLES).

PERSONAL AUTHOR: NAGORE, MARY LOUISE

DESCRIPTIVE NOTE: 144P.

THIS BOOK "REPRESENTS AN EFFORT TO PRESENT IN SIMPLY AND READILY UNDERSTOOD TERMS SOME OF THE SOUNDS IN ENGLISH THAT CREATE PROBLEMS FOR THE SPANISH SPEAKER LEARNING ENGLISH." EACH OF THE 18 CHAPTERS TEACHES A SPECIFIC CONSONANT THROUGH A COMPARISON OF THE SPANISH AND ENGLISH PRONUNCIATIONS, FACIAL DIAGRAMS, EXPLANATIONS OF ARTICULATION, MINIMAL PAIR DRILLS, WORDS AND SENTENCES FOR PRACTICE, AND TONGUE TWISTERS. SOME OF THE MORE DIFFICULT ENGLISH SPELLING PATTERNS FOR SPANISH SPEAKERS ARE EXPLAINED, SUCH AS SILENT "K" BEFORE "N." ALL EXPLANATIONS ARE GIVEN IN BOTH SPANISH AND ENGLISH INCLUDING THE INTRODUCTION AND SUGGESTED TEACHER PREPARATION. IT IS HOPED THAT THIS TEXT WILL HELP THE LITERATE SPANISH SPEAKER TO "UNDERSTAND THAT HIS PRONUNCIATION PROBLEMS ARE RELATED TO THE WAYS IN WHICH THE SPANISH AND ENGLISH LANGUAGES HAVE BEEN PRONOUNCED FOR CENTURIES, AND ARE NOT A REFLECTION ON HIS INTELLIGENCE." (AUTHOR/JD)

AVAILABILITY: AUTHOR, P.O. BOX 3354, TUCSON, ARIZONA 85717 ($3.75)

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED041497

PUBLICATION DATE: 69

TITLE: SPANISH-LANGUAGE FILM CATALOG 1969-1970 (CATALOGO DE PELICULAS EN ESPANOL 1969-1970).

DESCRIPTIVE NOTE: 213P.

THIS ANNOTATED CATALOGUE OF 16 MM EDUCATIONAL FILMS IN SPANISH COVERS A BROAD SPECTRUM OF TOPICS. THE EXTENSIVE COVERAGE ACCORDED BUSINESS MANAGEMENT, CHILD DEVELOPMENT, DENTAL HYGIENE, EDUCATION, FAMILY PLANNING, HEALTH, INDUSTRIAL SAFETY, LABOR, METALWORK, SANITATION, SELF-HELP, AND TEACHING SUGGESTS THE GENERAL TYPE OF FILM LISTED. FILMS ARE DESCRIBED IN SPANISH AND IN ENGLISH INDICATING THE NATURE OF THE FILM, NAME OF THE PRODUCER, FILM COSTS, TYPE OF PROJECTOR REQUIRED, COLOR OF FILM, AND THE RUNNING TIME. INSTRUCTIONS ON HOW TO HANDLE, BORROW, AND BUY FILMS ARE PROVIDED; SECTION, SOURCE, AND TOPIC INDEXES FOLLOW. (RL)

INSTITUTION NAME: AGENCY FOR INTERNATIONAL DEVELOPMENT, WASHINGTON, D.C.

ACCESSION NUMBER: ED041521

PUBLICATION DATE: JUL 70

TITLE: RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES FOR THE EDUCATION OF THE SPANISH-SPEAKING PEOPLE.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTIVE NOTE: 42P.

IDENTIFICATION OF 26 HIGH PRIORITY PROBLEM AREAS IN EDUCATION WHICH AFFECT THE LIVES OF THE MEXICAN-AMERICAN, PUERTO RICAN, CUBAN, AND OTHER LATIN AMERICAN PEOPLES IN THE UNITED STATES IS MADE IN THIS REPORT. EXAMINATION OF THESE AREAS, DETERMINED BY A RESEARCH TASK FORCE, LED TO THE DEVELOPMENT OF 20 "STATE-OF-THE-ART" PAPERS WHICH GENERATED RECOMMENDATIONS BY A SELECTED PANEL FOR FURTHER RESEARCH AND DEVELOPMENT. THE PANEL'S RECOMMENDATIONS, CONTAINED IN THIS REPORT, CONCERN: (1) INSTITUTIONAL CHANGE, (2) READING PROGRAMS, (3) CHICANO COMMUNITY ACTION, (4) USE OF MEXICAN-AMERICAN PARAPROFESSIONALS, (5) EFFECTS OF CULTURAL MARGINALITY ON PERSONALITY, (6) EFFECTS OF CULTURALLY PLURALISTIC EDUCATION, (7) PEER GROUP INFLUENCE, (8) DEVIANT BEHAVIOR, (9) HIGHER EDUCATION, (10) MODIFICATION OF TEACHER BEHAVIOR, (11) POSITIVE AND NEGATIVE EFFECTS OF CHICANO MILITANCY, (12) TESTING, (13) EFFECTS OF SELF-IMAGE AND STEREOTYPES ON LEARNING, (14) SOCIOLINGUISTICS AND SPANISH AND ENGLISH LANGUAGE VARIETIES IN THE SOUTHWEST, (15) STATUS AND EFFECT OF HEADSTART PROGRAMS, (16) ADULT EDUCATION, (17) VARIABLES IN THE LEARNING PROCESS, (18) VOCATIONAL AND TECHNICAL EDUCATION, AND (19) CURRENT RETARDATION PROCEDURES AND SOCIAL IMPLICATIONS. (RL)

INSTITUTION NAME: SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.

ACCESSION NUMBER: ED041646

PUBLICATION DATE: 7 FEB 69

TITLE: COMMUNITY RESPONSIBILITIES AND SCHOOL GUIDANCE PROGRAMS FOR MEXICAN AMERICAN YOUTH.

PERSONAL AUTHOR: CASKEY, OWEN I., ED.

DESCRIPTIVE NOTE: 63P.; PROCEEDINGS OF THE SECOND INVITATIONAL CONFERENCE ON GUIDANCE NEEDS OF MEXICAN AMERICAN YOUTH (LUBBOCK, TEXAS, FEBRUARY 7, 1969)

FIVE PAPERS AND AN INTRODUCTION ARE INCLUDED IN THE REPORT OF THE PROCEEDINGS OF THE SECOND INVITATIONAL CONFERENCE ON SCHOOL NEEDS OF MEXICAN AMERICAN YOUTH. TITLES OF THE PAPERS ARE "MEETING GUIDANCE NEEDS OF MEXICAN AMERICAN YOUTH -- AN INTRODUCTION," "THE ROLE OF THE PRINCIPAL IN ESTABLISHING A GUIDANCE PROGRAM IN A MEXICAN AMERICAN COMMUNITY," "POVERTY AND MENTAL RETARDATION -- IMPLICATIONS FOR MEXICAN AMERICANS," "RURAL-URBAN MIGRATION OF MEXICAN FAMILIES," "REMARKS TO MEXICAN AMERICAN HIGH SCHOOL STUDENTS," AND "THE ROLE OF THE SCHOOL-COMMUNITY AGENT IN ESTABLISHING PARENT ADVISORY GROUPS." (LS)

INSTITUTION NAME: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., AUSTIN, TEX.

ACCESSION NUMBER: ED041665

PUBLICATION DATE: 69

TITLE: MEXICAN AMERICAN CULTURAL DIFFERENCES. A BRIEF SURVEY TO ENHANCE TEACHER PUPIL UNDERSTANDING.

DESCRIPTIVE NOTE: 7P.

LISTING SOME OF THE CHICANO VALUES WHICH DIFFER FROM THOSE OF THE ANGLO AND SUGGESTING POSSIBLE CLASSROOM BEHAVIORAL IMPLICATIONS, THIS PAMPHLET PROVIDES A TEACHER WITH A REFERENCE THAT MAY HELP IN DIFFICULT CLASSROOM SITUATIONS. VALUES DISCUSSED ARE RELATED TO SOCIAL ATTITUDES, CLASS, FAMILY, SIBLINGS, COMPETITION, ROLE OF FATHER, ROLE OF MOTHER, BODY ATTITUDES, CHILDHOOD, NATIONALISM, LANGUAGE, HOME ENVIRONMENT, AND EDUCATIONAL ATTITUDES. IN CONCLUSION, CLASSROOM EXPRESSIONS ARE PRESENTED IN ENGLISH AND SPANISH WITH SPANISH PRONUNCIATIONS. (AN)

INSTITUTION NAME: MOSES LAKE INTERMEDIATE SCHOOL DISTRICT 104, WASH. MIGRANT EDUCATION CENTER.

ACCESSION NUMBER: ED041669

PUBLICATION DATE: MAR 70

TITLE: MEXICAN AMERICAN CHALLENGE TO A SACRED COW.

PERSONAL AUTHOR: HERNANDEZ, DELUVINA

DESCRIPTIVE NOTE: 60P.

AFTER A REVIEW OF PREVIOUS RESEARCH, A CRITICAL REVIEW OF "COMPARATIVE VALUES AND ACHIEVEMENT OF MEXICAN-AMERICAN AND ANGLO PUPILS," BY AUDREY J. SCHWARTZ, AND "EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS OF MEXICAN-AMERICAN YOUTH IN A METROPOLITAN CONTEXT," BY C. WAYNE GORDON ET AL., IS CONSTRUCTED. THE OBJECTIVE OF THIS PAPER IS TO EXTEND AND EXPAND THE INITIAL CHALLENGE BY THE MEMBERS OF THE CHICANO MINORITY GROUP WHO ATTENDED THE CONFERENCE WHEN THESE STUDIES WERE ORIGINALLY PRESENTED. THE CRITIQUE EXAMINES AND ASSESSES RESEARCHER BIAS, INADEQUACY AND INAPPROPRIATENESS OF THEORETICAL FRAMEWORK, SOPHISTRY AND IRRATIONALITY, INAPPROPRIATENESS AND SUBJECTIVITY OF SURVEY TECHNIQUES, AND INTERPRETATION OF FINDINGS. (LS)

AVAILABILITY: MEXICAN AMERICAN CULTURAL CENTER, CAMPBELL HALL, ROOM 3121, UNIVERSITY OF CALIFORNIA, 405 HILGARD AVENUE, LOS ANGELES, CALIFORNIA 90024 ($2.00)

INSTITUTION NAME: CALIFORNIA UNIV., LOS ANGELES. MEXICAN AMERICAN CULTURAL CENTER.

NOT AVAILABLE FROM EDRS.

ACCESSION NUMBER: ED041674

PUBLICATION DATE: 69

TITLE: HISTORY OF AN INSTITUTE AND WHAT HAPPENED AFTERWARDS.

PERSONAL AUTHOR: HARRIGAN, JOAN

DESCRIPTIVE NOTE: 108P.; REPORT OF A LIBRARY INSTITUTE HELD AT COLORADO STATE UNIVERSITY, GREELEY, JUNE 9-20, 1969

A PROJECT IN LIBRARY SCIENCE, FUNDED UNDER TITLE IIB OF THE HIGHER EDUCATION ACT, APPROVED THE TRAINING OF 40 PARTICIPANTS (8 TEAMS) SELECTED FROM 11 COMMUNITIES IN COLORADO, WYOMING, AND THE SOUTHWEST HAVING A HIGH SPANISH-SURNAME POPULATION. TEAMS INCLUDED A PRACTICING SCHOOL OR PUBLIC LIBRARIAN, A SPANISH-SURNAMED COMMUNITY LEADER, A SPANISH-SURNAMED LIBRARY AIDE, AND 2 OTHER MEMBERS (E.G., SCHOOL OR LIBRARY BOARD MEMBERS, ADMINISTRATORS, COUNTY COMMISSIONERS, TEACHERS). EACH TEAM SURVEYED ITS COMMUNITY AND RECOMMENDED WAYS TO ASSIST THE SPANISH-SURNAME POPULATION IN USE OF THE LIBRARY. THE APPENDIX CONTAINS PARTICIPANTS' EVALUATIONS OF THE INSTITUTE, WHICH REFLECTED UNANIMOUS AGREEMENT THAT THE INSTITUTE HAD ACHIEVED ITS OBJECTIVES AND HAD BEEN HIGHLY SUCCESSFUL. (LS)

INSTITUTION NAME: COLORADO STATE LIBRARY, DENVER.

ACCESSION NUMBER: ED041680

PUBLICATION DATE: 59

TITLE: MATERIALS RELATING TO THE EDUCATION OF SPANISH-SPEAKING PEOPLE IN THE UNITED STATES: AN ANNOTATED BIBLIOGRAPHY. LATIN AMERICAN STUDIES XVII.

PERSONAL AUTHOR: SANCHEZ, GEORGE I.; PUTNAM, HOWARD

DESCRIPTIVE NOTE: 40P.

CONCERNED PRIMARILY WITH THE EDUCATION OF SPANISH-SPEAKING PEOPLE IN THE UNITED STATES WHO ARE OF MEXICAN DESCENT, THIS ANNOTATED BIBLIOGRAPHY WILL ALSO BE OF VALUE TO THOSE WORKING WITH OTHER SPANISH-SPEAKING PEOPLE SUCH AS PUERTO RICANS. THE LIST CITES SELECTED BOOKS, ARTICLES, MONOGRAPHS, BULLETINS, PAMPHLETS, COURSES OF STUDY, BIBLIOGRAPHIES, AND UNPUBLISHED THESES AND DISSERTATIONS PUBLISHED BETWEEN 1923 AND 1954. THERE ARE 882 ENTRIES, WHICH ARE CROSS-REFERENCED UNDER 53 HEADINGS IN THE INDEX. (BD)

AVAILABILITY: GREENWOOD PRESS, INC., PUBLISHERS, 51 RIVERSIDE AVENUE, WESTPORT, CONN. 06880 ($4.75)

INSTITUTION NAME: TEXAS UNIV., AUSTIN. INST. OF LATIN AMERICAN STUDIES.

ACCESSION NUMBER: ED041691

PUBLICATION DATE: 13 DEC 69

TITLE: MEXICAN AMERICAN EDUCATIONAL NEEDS: A REPORT FOR THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 25P.

LISTING SIGNIFICANT EDUCATIONAL PROBLEMS AND THEN ESTABLISHING PRIORITIES AND MAKING RECOMMENDATIONS ARE THE TASKS REPORTED IN THIS 1969 STUDY BY THE MEXICAN AMERICAN COMMITTEE FOR THE MINORITY GROUP EDUCATIONAL ADVISORY COMMISSION. IT IS NOTED THAT THE PROBLEMS OF INJUSTICE IN EDUCATION OF MEXICAN AMERICAN CHILDREN IN ARIZONA ARE RELATED TO DROPOUT PROBLEMS AND CAUSES; FAILURE OF SCHOOLS TO INCREASE MEXICAN AMERICAN EMPLOYABILITY AND PROVIDE MORE THAN SOCIAL PROMOTIONS TO THOSE WHO REMAIN IN SCHOOL; AND INADEQUATELY INFORMED SCHOOL STAFF ABOUT THE CULTURAL BACKGROUND OF MEXICAN AMERICAN CHILDREN. PROBLEM CATEGORIES DISCUSSED INCLUDE FAILURE TO (1) ALLOW FOR CULTURAL DIFFERENCES, (2) UNDERSTAND THE UNIQUE LANGUAGE-LEARNING PROBLEMS, (3) RECRUIT AND ENCOURAGE PROFESSIONAL GROWTH OF MEXICAN AMERICAN EDUCATORS, AND (4) RELATE TO MEXICAN AMERICAN PARENTS AND OTHER ADULTS. NEEDED COMPENSATORY SERVICES ARE DESCRIBED, AND IT IS CONCLUDED THAT WITHOUT CAREFUL PLANNING, ORGANIZING, AND IMPLEMENTING OF SOUND EDUCATIONAL PROGRAMS, AND WITHOUT PROVIDING HIM EDUCATIONAL SERVICES, THE MEXICAN AMERICAN CHILD CAN NEVER HOPE TO KEEP UP WITH HIS AGE PEERS -- AND EACH YEAR OF ACCUMULATING REGRESSION CARRIES WITH IT A GROWING INDIFFERENCE TO LEARNING. (AN)

INSTITUTION NAME: ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX.

ACCESSION NUMBER: ED041980

PUBLICATION DATE: 69

TITLE: A FORGOTTEN AMERICAN: A RESOURCE UNIT FOR TEACHERS ON THE MEXICAN AMERICAN.

PERSONAL AUTHOR: HERNANDEZ, LUIS F.

IDENTIFIER: CHICANO POWER

DESCRIPTIVE NOTE: 56P.

THIS GUIDE FOR TEACHERS ON THE MEXICAN AMERICAN PROVIDES INFORMATION AS TO THEIR ORIGIN AND BACKGROUND, HISTORY, AND CULTURE, THEIR ACCULTURATION THROUGH TIME, THE CONFLICTING VALUES THEY POSSESS IN RELATION TO THOSE OF ANGLO-AMERICANS, THEIR FAMILY STRUCTURE, THE CHARACTERISTICS OF MEXICAN-AMERICAN STUDENTS, AND "CHICANO POWER." TREATMENT OF THESE AREAS IS SUPPLEMENTED BY DETAILED SUGGESTIONS FOR COPING WITH THE STUDENT. THESE SUGGESTIONS REFER TO DETERMINATION OF READING, SPELLING, AND REASONING LEVELS; OVERCOMING THE LACK OF TRUE REINFORCEMENT OF LEARNING; DEVELOPMENT OF A MEANINGFUL PROGRAM WITHIN THE ESTABLISHED CURRICULUM; MAINTENANCE OF DISCIPLINE; OVERCOMING NEGATIVE SELF CONCEPT; USE OF POSITIVE APPROACHES; USE OF THE CULTURAL DIFFERENCE AMONG STUDENTS FOR THE BENEFIT OF THE STUDENTS; COMMUNICATING WITH THE PARENTS OF STUDENTS; AND, EXPANSION OF CURRICULA TO INCLUDE THE CULTURE, HERITAGE, AND OTHER CONTRIBUTIONS OF MEXICAN AMERICANS. ALSO INCLUDED IN THIS GUIDE ARE A LIST OF RECOMMENDED READINGS, A SURVEY OF MEXICAN HISTORY, A CHRONOLOGICAL OUTLINE OF MEXICAN HISTORY, A SELECT BIBLIOGRAPHY OF MEXICAN HISTORY AND CULTURE, AND SOURCES FOR FURTHER INFORMATION. (RJ)

AVAILABILITY: ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 315 LEXINGTON AVE., NEW YORK, N.Y. 10016 ($0.75)

PART II: CITATIONS FROM

CURRENT INDEX TO JOURNALS IN EDUCATION

ACCESSION NUMBER: EJ002823

PUBLICATION DATE: 69 MAR

TITLE: TEACHING IN SPANISH TO THE SPANISH SPEAKING

PERSONAL AUTHOR: IBARRA, HERBERT

IDENTIFIER: ESEA TITLE III PROJECT;SAN DIEGO COUNTY

JOURNAL CITATION: FOREIGN LANG ANN; 2; 3; 310-315

DESCRIPTORS: *SPANISH SPEAKING; *EDUCATIONALLY DISADVANTAGED; *FEDERAL PROGRAMS; MEXICAN AMERICANS; CASE STUDIES (EDUCATION); ENGLISH (SECOND LANGUAGE); BILINGUAL TEACHERS; PARENT PARTICIPATION

ACCESSION NUMBER: EJ002968

PUBLICATION DATE: 69 APR

TITLE: THE U.S. HISPANO

PERSONAL AUTHOR: VALDES, DANIEL T.

JOURNAL CITATION: SOC EDUC; 33; 4; 440-442

DESCRIPTORS: *SPANISH AMERICANS; *SPANISH CULTURE; TEXTBOOK BIAS; AMERICAN HISTORY; CULTURAL AWARENESS; STUDENT ADJUSTMENT; SOCIAL STUDIES; ELEMENTARY EDUCATION

ACCESSION NUMBER: EJ003912

PUBLICATION DATE: 69 MAY

TITLE: I AM MEXICAN-AMERICAN

PERSONAL AUTHOR: BERNAL, JOE J.

IDENTIFIER: TEXAS

JOURNAL CITATION: TODAYS EDUC; 58; 5; 51-52

DESCRIPTORS: *MEXICAN AMERICANS; *ETHNIC GROUPS; *BILINGUAL STUDENTS; *MINORITY GROUP CHILDREN; RACIAL CHARACTERISTICS; CULTURAL DIFFERENCES; SPANISH SPEAKING; STUDENT ATTITUDES; SPANISH CULTURE; ECONOMIC DISADVANTAGEMENT

ACCESSION NUMBER: EJ006460

PUBLICATION DATE: 69 JUL-AUG

TITLE: WHO IS THE CHICANO?

PERSONAL AUTHOR: NAVA, JULIAN

JOURNAL CITATION: INTEGRATED EDUC; 7; 4; 31-33

DESCRIPTORS: *MEXICAN AMERICANS; *SOCIAL CHARACTERISTICS; *ETHNIC GROUPS; POPULATION TRENDS

ACCESSION NUMBER: EJ007734

PUBLICATION DATE: 69 SEP

TITLE: CANCION DE LA RAZA--MEXICAN AMERICANS JOIN THE MEDIA

PERSONAL AUTHOR: MORENO, EDWARD

IDENTIFIER: *CANCION DE LA RAZA;FORD FOUNDATION

JOURNAL CITATION: EDUC INSTR BROADCASTING; 2; 7; 33-8

DESCRIPTORS: *MEXICAN AMERICANS; *COMMERCIAL TELEVISION; *CULTURAL ISOLATION; *SOCIAL PROBLEMS; ACTING; PROGRAM PLANNING; COMMUNITY EDUCATION; FEEDBACK

ACCESSION NUMBER: EJ009658

PUBLICATION DATE: 69 SEP

TITLE: LIBRARY NEEDS FOR THE "SPANISH-SPEAKING"

PERSONAL AUTHOR: TREJO, ARNULFO D.

DESCRIPTIVE NOTE: REVISED VERSION OF A SPEECH DELIVERED AT THE ARIZONA STATE LIBRARY ASSOCIATION CONVENTION (TUCSON, 1968).

JOURNAL CITATION: ALA BULL; 63; 8; 1077-1081

DESCRIPTORS: *SPANISH SPEAKING; *LIBRARY MATERIALS; *LIBRARY SERVICES; *MEXICAN AMERICANS; *CULTURAL DISADVANTAGEMENT; AUDIOVISUAL AIDS; NEIGHBORHOOD CENTERS; LIBRARY PROGRAMS

ACCESSION NUMBER: EJ010864

PUBLICATION DATE: 69 NOV-DEC

TITLE: SPANISH-SPEAKING PUPILS CLASSIFIED AS EDUCABLE MENTALLY RETARDED

PERSONAL AUTHOR: CHANDLER, JOHN T.;PLAKOS, JOHN

IDENTIFIER: WECHSLER INTELLIGENCE SCALE FOR CHILDREN

JOURNAL CITATION: INTEGRATED EDUC; 7; 6; 28-33

DESCRIPTORS: *MEXICAN AMERICANS; *INTELLIGENCE QUOTIENT; *BILINGUAL STUDENTS; *TEST VALIDITY; *EDUCABLE MENTALLY HANDICAPPED; TEST RESULTS; LANGUAGE HANDICAPS

ACCESSION NUMBER: EJ011245

PUBLICATION DATE: 69 OCT

TITLE: THE EDUCATIONAL PROBLEMS OF ATYPICAL STUDENT GROUPS: THE NATIVE SPEAKER OF SPANISH

PERSONAL AUTHOR: NATALICIO, LUIZ F. S.; NATALICIO, DIANA S.

IDENTIFIER: *TEACHING OF ENGLISH AS A SECOND LANGUAGE; TESL; TEXAS

JOURNAL CITATION: URBAN EDUC; 4; 3; 262-272

DESCRIPTORS: *SPANISH SPEAKING; *DISADVANTAGED YOUTH; *ENGLISH (SECOND LANGUAGE); TEACHER ROLE; RETRAINING; PHONOLOGY; LANGUAGE PROGRAMS

ACCESSION NUMBER: EJ011859

PUBLICATION DATE: 69 SEP-OCT

TITLE: ADAPTATION OF ADOLESCENT MEXICAN AMERICANS TO UNITED STATES SOCIETY

PERSONAL AUTHOR: DERBYSHIRE, ROBERT L.

IDENTIFIER: EAST LOS ANGELES

IN A PAPER PREPARED FOR THE CONFERENCE ON MIGRATION AND BEHAVIORAL DEVIANCE,- NOVEMBER 4-8, 1968, DORADO BEACH, PUERTO RICO, THE AUTHOR COMPARES THE ATTITUDES OF MEXICAN AMERICAN ADOLESCENTS WHO WERE BORN AND REARED OR WHOSE PARENTS WERE BORN AND REARED IN THE UNITED STATES WITH THOSE ADOLESCENTS WHO MIGRATED OR WHOSE PARENTS MIGRATED FROM MEXICO TO THE UNITED STATES.- (AUTHOR)

JOURNAL CITATION: AMER BEHAV SCI; 13; 1; 88-105

DESCRIPTORS: *MEXICAN AMERICANS; *ADOLESCENTS; *ACCULTURATION; *MIGRANTS; *SOCIAL ATTITUDES; SOCIAL INTEGRATION; MIGRANT YOUTH; MIGRANT PROBLEMS; AMERICAN CULTURE

ACCESSION NUMBER: EJ014990

PUBLICATION DATE: 69 SPR/SUM

TITLE: THE MEXICAN-AMERICAN--DISADVANTAGED? YA BASTA

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

ARGUES THAT BILINGUALISM AND BICULTURALISM MAKE MEXICAN AMERICANS AN ADVANTAGED RATHER THAN A DISADVANTAGED GROUP. APPEARS IN "THE FLORIDA FL REPORTER¬ SPECIAL ANTHOLOGY ISSUE "LINGUISTIC-CULTURAL DIFFERENCES AND AMERICAN EDUCATION.¬ (FWB)

JOURNAL CITATION: FLORIDA F L REP; 7; 1; 35-36, 160

DESCRIPTORS: *MEXICAN AMERICANS; *DISADVANTAGED GROUPS; *BICULTURALISM; CULTURAL DIFFERENCES; CULTURAL PLURALISM; BILINGUAL EDUCATION; MEXICAN AMERICAN HISTORY; CULTURAL TRAITS

ACCESSION NUMBER: EJ015052

PUBLICATION DATE: 69 DEC

TITLE: PROJECT MOVE AHEAD

PERSONAL AUTHOR: BARBA, ALMA A.

IDENTIFIER: *PROJECT MOVE AHEAD

OUTLINES PROJECT MOVE AHEAD, "A PUBLIC SCHOOL PROGRAM DESIGNED TO IMPROVE COMMUNICATION SKILLS AND ENHANCE THE SELF-IMAGE OF MIGRANT AND PERMANENTLY BASED CHILDREN IN AGRARIAN COMMUNITIES.¬ (LS)

JOURNAL CITATION: AUDIOVISUAL INSTR; 14; 10; 34-5

DESCRIPTORS: *MEXICAN AMERICANS; *LANGUAGE INSTRUCTION; *BILINGUAL TEACHER AIDES; EDUCATIONAL RADIO; RURAL EDUCATION; INSERVICE TEACHER EDUCATION; ENGLISH (SECOND LANGUAGE); PRIMARY EDUCATION

ACCESSION NUMBER: EJ016056

PUBLICATION DATE: 70 MAR

TITLE: THE NECESSITY FOR BILINGUAL EDUCATION. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

AN OVERVIEW OF THE EDUCATION OF THE SPANISH-SPEAKING IN THE UNITED STATES, COVERING THE HISTORICAL AND CURRENT SITUATION. A BIBLIOGRAPHY OF 14 ITEMS IS INCLUDED. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 724-730

DESCRIPTORS: *SPANISH SPEAKING; *BILINGUAL EDUCATION; *BICULTURALISM; MEXICAN AMERICANS; LATIN AMERICANS; SPANISH AMERICANS; PUERTO RICANS; CULTURAL DIFFERENCES; BIBLIOGRAPHIES; EDUCATIONAL NEEDS; SECOND LANGUAGE LEARNING

ACCESSION NUMBER: EJ016223

PUBLICATION DATE: 70 MAR

TITLE: NEW YORK: THE SOUTH BRONX PROJECT. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: LOPEZ, LILLIAN

IDENTIFIER: *NEW YORK PUBLIC LIBRARY

THE NEW YORK PUBLIC LIBRARY'S SOUTH BRONX PROJECT, A FEDERALLY SUPPORTED DEMONSTRATION PROGRAM, IS DESIGNED TO REACH OUT INTO THIS URBAN POVERTY AREA OF SPANISH-SPEAKING PEOPLE AND BREAK THROUGH LOCAL BARRIERS. (AUTHOR/JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 757-760

DESCRIPTORS: *SPANISH SPEAKING; *PUBLIC LIBRARIES; *LIBRARY PROGRAMS; *PUERTO RICANS; BILINGUALISM; LIBRARY SERVICES; FOREIGN LANGUAGE BOOKS; COMMUNITY SERVICE PROGRAMS

ACCESSION NUMBER: EJ016224

PUBLICATION DATE: 70 MAR

TITLE: MIAMI, FLORIDA. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: EASON, HELGA H.

IDENTIFIER: *MIAMI PUBLIC LIBRARY;CUBANS

A DESCRIPTION OF MIAMI PUBLIC LIBRARY'S WORK WITH CUBAN REFUGEES. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 760-763

DESCRIPTORS: *SPANISH SPEAKING; *PUBLIC LIBRARIES; *LIBRARY PROGRAMS; *SPANISH AMERICANS; BILINGUALISM; LIBRARIANS

ACCESSION NUMBER: EJ016225

PUBLICATION DATE: 70 MAR

TITLE: CORPUS CHRISTI, TEXAS. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: MURPHEY, JOHN A., JR.

IDENTIFIER: *CORPUS CHRISTI PUBLIC LIBRARY

DESCRIBES PARTICIPATION BY THE CORPUS CHRISTI PUBLIC LIBRARY IN THE POVERTY WAR. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 763-765

DESCRIPTORS: *MEXICAN AMERICANS; *PUBLIC LIBRARIES; *LIBRARY PROGRAMS; *DISADVANTAGED GROUPS; LIBRARY SERVICES; CULTURALLY DISADVANTAGED

ACCESSION NUMBER: EJ016267

PUBLICATION DATE: 70 FEB

TITLE: FEDERALLY FUNDED EDUCATION PROJECTS HELP SPANISH-SPEAKING AMERICANS JOIN NATIONAL MAINSTREAM

PERSONAL AUTHOR: BAHR, JEROME

OPERATED MAINLY AT THE GRASS ROOTS LEVEL AND ON A BICULTURAL, BILINGUAL BASIS, THESE PROGRAMS EMBRACE COMMUNITY SERVICES, MANPOWER DEVELOPMENT AND TRAINING, LIBRARY LANGUAGE AND CULTURAL SPECIALIZATION, AND ADULT BASIC EDUCATION. (LY)

JOURNAL CITATION: ADULT LEADERSHIP; 18; 8; 239-40

DESCRIPTORS: *SPANISH AMERICANS; *SPANISH SPEAKING; *FEDERA PROGRAMS

ACCESSION NUMBER: EJ016296

PUBLICATION DATE: 70 MAR

TITLE: THE CHICANO MOVEMENT. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: MACIAS, YSIDRO RAMON

IDENTIFIER: *CHICANOS

DESCRIBES THE CHICAGO OR MEXICAN-AMERICAN MOVEMENT IN THE U.S., WITH EMPHASIS ON ITS RELATIONSHIP TO EDUCATION. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 731-735

DESCRIPTORS: *MEXICAN AMERICANS; *EDUCATIONAL NEEDS; *CULTURAL EDUCATION; *SECOND LANGUAGE LEARNING; ETHNIC STUDIES; CULTURAL TRAITS; ETHNIC GROUPS

ACCESSION NUMBER: EJ016297

PUBLICATION DATE: 70 MAR

TITLE: HOW MEXICAN-AMERICANS VIEW LIBRARIES. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: HARO, ROBERT P.

IDENTIFIER: LOS ANGELES;SACRAMENTO

THE RESULTS AND ANALYSIS OF A SURVEY OF APPROXIMATELY SIX HUNDRED MEXICAN-AMERICANS IN EAST LOS ANGELES AND SACRAMENTO, CONDUCTED TO DETERMINE THE ATTITUDES OF VARIOUS AGE GROUPS TOWARD LIBRARIES, THE ATTITUDES AND PRACTICES OF LIBRARIANS, AND THE OPPORTUNITIES TO PROVIDE MORE EFFECTIVE LIBRARY SERVICE TO THE MEXICAN-AMERICAN PEOPLE. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 736-742

DESCRIPTORS: *MEXICAN AMERICANS; *LIBRARY SERVICES; *PUBLI
OPINION; *LIBRARIANS; *USE STUDIES; ATTITUDES; LIBRARIES

ACCESSION NUMBER: EJ016298

PUBLICATION DATE: 70 MAR

TITLE: READING RESOURCES AND PROJECT LEER. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: SHEPARD, MARIETTA DANIELS

IDENTIFIER: *PROJECT LEER

A DISCUSSION OF THE PROBLEMS U.S. LIBRARIANS AND EDUCATORS FACE IN DEALING WITH SPANISH-SPEAKING CHILDREN AND ADULTS; AND A DESCRIPTION OF PROJECT LEER, A PROGRAM TO AID SCHOOL AND PUBLIC LIBRARIES IN THE SELECTION, PROCUREMENT, AND PROCESSING OF BOOKS IN SPANISH. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 743-750

DESCRIPTORS: *SPANISH SPEAKING; *LIBRARY MATERIALS; *LIBRARY ACQUISITION; *FOREIGN LANGUAGE BOOKS; LIBRARY MATERIAL SELECTION; LIBRARY TECHNICAL PROCESSES; BILINGUALISM; SCHOOL LIBRARIES; PUBLIC LIBRARIES; BOOKLISTS

ACCESSION NUMBER: EJ016299

PUBLICATION DATE: 70 MAR

TITLE: OAKLAND, CALIFORNIA: LA BIBLIOTECA LATINO AMERICANA. LIBRARIES AND THE SPANISH-SPEAKING

PERSONAL AUTHOR: WYNN, BARBARA L.

IDENTIFIER: *OAKLAND PUBLIC LIBRARY

A NEW LIBRARY, SPECIFICALLY DESIGNED FOR THE SPANISH-SPEAKING COMMUNITY, WAS CREATED FOR OAKLAND PUBLIC LIBRARY'S LATIN AMERICAN PROJECT. (JB)

JOURNAL CITATION: WILSON LIBR BULL; 44; 7; 751-756

DESCRIPTORS: *MEXICAN AMERICANS; *SPANISH SPEAKING; *PUBLIC LIBRARIES; *LIBRARY PROGRAMS; FOREIGN LANGUAGE BOOKS; LIBRARY SERVICES

ACCESSION NUMBER: EJ017065

PUBLICATION DATE: 70 FEB

TITLE: EDUCATION FOR THE SPANISH-SPEAKING: MANANA IN MOTION

PERSONAL AUTHOR: RODRIGUEZ, ARMANDO

DISCUSSES THE POTENTIAL OF BILINGUAL EDUCATION FOR SPANISH-SPEAKING STUDENTS. (LN)

JOURNAL CITATION: NAT ELEM PRINC; 49; 4; 52-60

DESCRIPTORS: *SPANISH SPEAKING; *STUDENTS; *EDUCATIONAL PROBLEMS; *CLASSROOM COMMUNICATION; *MINORITY GROUPS

ACCESSION NUMBER: EJ018909

PUBLICATION DATE: 70 MAY

TITLE: MATH FOR MEXICAN-AMERICANS

PERSONAL AUTHOR: ROBINSON, PAT F.

JOURNAL CITATION: INSTR; 79; 9; 90

DESCRIPTORS: *MEXICAN AMERICANS; *MATHEMATICAL CONCEPTS; SPECIAL EDUCATION; MIGRANT CHILD EDUCATION; NUMBERS

ACCESSION NUMBER: EJ018959

PUBLICATION DATE: 70 W

TITLE: PRIDE AND PREJUDICE: A MEXICAN AMERICAN DILEMMA

PERSONAL AUTHOR: CASAVANTES, EDWARD

JOURNAL CITATION: CIVIL RIGHTS DIG; 3; 1; 22-27

DESCRIPTORS: *MEXICAN AMERICANS; *CULTURAL TRAITS; *ECONOMIC FACTORS; *EDUCATIONAL INTEREST; *LEARNING MOTIVATION; RACIAL DISCRIMINATION; ETHNIC STEREOTYPES; BIAS; RACIAL CHARACTERISTICS; ECONOMIC DISADVANTAGEMENT

ACADEMIC ACHIEVEMENT

ED 026 217
028 008
028 012
028 873
029 723
031 348
037 293
039 042
039 999

ACADEMIC ASPIRATION

ED 028 012

ACADEMIC PERFORMANCE

ED 030 532

ACCULTURATION

ED 029 728
030 522
033 185
033 771

ACHIEVEMENT

ED 037 270

ADJUSTMENT (TO ENVIRONMENT)

ED 030 516

ADMINISTRATIVE PERSONNEL

ED 028 000

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033 771
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037 293
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031 978
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028 004
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029 718
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030 550
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031 316
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